SIXTY-SECOND ANNUAL MEETING

OF THE

# MARYLAND STATE TEACHERS' ASSOCIATION

BALTIMORE, MARYLAND

October 25 and 26, 1929

CHARLES W. SYLVESTER, President

WALTER H. DAVIS, Secretary

STATE
LIBRARY
TOWSON, MD.

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PRESS OF DEMOCRATIC LEDGER
Havre de Grace, Md.

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# THE MARYLAND STATE TEACHERS' ASSOCIATION

## OFFICERS FOR 1929

President.....Charles W. Sylvester, Director Division of Vocational Education, Baltimore

First Vice-President.....Miss Edna M. Marshall State Normal School, Salisbury

Second Vice-President.....Howard T. Ruhl, Supt., Elkton

Treasurer.....Dr. Rozelle Berryman, Baltimore, Maryland Principal, Gwynns' Falls Park Jr. H. S.

Secretary.....Walter H. Davis, Havre de Grace, Maryland Principal of Schools

## EXECUTIVE COMMITTEE

Mr. Charles W. Sylvester, President
Miss Edna M. Marshall, First Vice-President
Mr. E. Clarke Fontaine, 1926-29
Mr. Byron J. Grimes, 1927-30
Mrs. Margaret S. Upham, 1928-31

## MEMBERSHIP

Membership in the Association for 1929 was:

| | | | |
|---|---|---|---|
| Allegany | 202 | Kent | 77 |
| Carroll | 231 | Queen Anne | 74 |
| Cecil | 146 | Talbot | 59 |
| Frederick | 299 | Worcester | 117 |
| Howard | 86 | Miscellaneous | 20 |
| Prince George | 17 | Baltimore | 40 |
| Somerset | 105 | Charles | 47 |
| Wicomico | 151 | Dorchester | 124 |
| Baltimore City | 1096 | Harford | 174 |
| Anne Arundel | 73 | Montgomery | 23 |
| Caroline | 99 | St. Mary's | 26 |
| Calvert | 39 | Washington | 248 |
| Garrett | 5 | Towson Normal | 38 |

The counties furnished 2462 members, Baltimore City 1096, Towson Normal 38 and miscellaneous sources 20, a total of 3616.

Thirteen counties were 100% in membership: Carroll, Caroline, Cecil, Calvert, Dorchester, Frederick, Harford, Howard, Kent, Queen Anne, Somerset, Wicomico, Worcester.

**100% Counties**

| 1926 | 1927 | 1928 | 1929 |
|---|---|---|---|
| 7 | 8 | 10 | 13 |

**Increase In Membership**

| 1926 | 1927 | 1928 | 1929 |
|---|---|---|---|
| 2209 | 2329 | 2365 | 3616 |

It is hoped the progress indicated above will continue. It must continue if the meetings of the Association are to improve in quality and size. The small meetings of 1926 to 1928 cost between $2000 and $2500. The big meeting of 1929 cost over $3000.

Bigger and better meetings are possible so long as a growing membership will pay the bills. Where membership fails to increase, the executive committee will have to lessen expenses by "cutting" the programs. Therefore, let all work for fifteen or more 100% counties, and a membership of 4000 or more in 1930. It can be done by the co-operation of all those interested in the success of the Association.

WALTER H. DAVIS, Secretary

## STANDING COMMITTEES FOR 1929

**(Appointed by the President, Miss Edna Marshall)**

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Educational Progress—

W. S. Small, University of Maryland, College Park.
George Fox, Supt., Anne Arundel County, Annapolis.
B. C. Willis, Prin. H. S., Denton.
Miss Elisabeth Amery, State Dept., Baltimore.

Resolutions—

E. M. Noble, Supt., Denton.
Howard A. Kinhart, Principal, Annapolis.
Miss Gale Chadwick, Supervisor, Ellicott City.

Auditing—

Ernest J. Becker, Prin., Western H. S., Baltimore.
Raymond Hyson, Prin., Reisterstown.
Walter Huffington, State Dept. of Ed., Baltimore.

Credentials—

Emory Ebaugh, Westminster H. S., Westminster.
J. Willard Davis, Prin., Centreville.
J. H. Schwatka, Asst. Prin., Baltimore.

Legislation—

W. J. Holloway, Prin., Normal School, Salisbury.
G. Lloyd Palmer, Supt., Frederick County, Frederick.
Nicholas Orem, Supt., Prince George's County.
Mrs. Harry E. Parkhurst, Pres. P-T-A., Baltimore.
Miss Laura J. Cairnes, Prin., Eastern H. S., Baltimore.

N. E. A. Home—

Joseph Blair, Prin., Sparrows Point.
Miss Grace Kramer, Bur. of Measurements, Baltimore.

Teachers' Pensions—

E. W. Broome, Supt., Rockville.
David E. Weglein, Supt., Baltimore.
M. S. H. Unger, Supt., Westminster.
T. G. Bennett, Supt., Centreville.
E. W. Pruitt, Supt., Princess Anne.

## AFFILIATED DEPARTMENTS

**Agriculture:**

President, R. Z. Coblentz, Union Mills.
Secretary, M. S. Downey, Thurmont.

**Art:**

Chairman, Harold E. D. Willis, City College, Baltimore.

**Classical:**

President, Dr. C. W. E. Miller, Johns Hopkins Univ., Baltimore.
Secretary, Miss Hattie J. Adams, Western H. S., Baltimore.

**Commercial:**

President, S. M. Kanady, City College, Baltimore.
Secretary, Mrs. Hammond Barnes, Westminster.

**Educational and Vocational Guidance:**

Chairman, Miss Carolyn Coe, J. H. S. No. 47, Baltimore.
Secretary, Miss Grace Groves, Jr. H. S. No. 1, Baltimore.

**English:**

Chairman, Dr. Francis A. Litz, Johns Hopkins University.
Secretary, Miss Augusta Klotz, Baltimore.

**Grammar:**

Chairman, Miss Ruth Devore, Westminster.
Secretary, Miss Bessie M. Brown, Frederick.

**History:**

Chairman, Arch Golder, City College, Baltimore.
Secretary, Miss Helen Miller, Eastern H. S., Baltimore.

**Home Economics:**

President, Miss Edna Engle,
Secretary, Miss Elisabeth Amery, State Dept., Baltimore.

**Industrial:**

President, William K. Yocum, Baltimore.
Secretary, Hugh Wilson, School 76, Baltimore.

**Library:**

Chairman, Dr. J. H. Apple, Hood College.
Secretary, Mrs. M. A. Newell, 6 E. Read St., Baltimore.

**Music:**

Chairman, Miss M. Frances Jackman, Supervisor of Music, Baltimore.
Secretary, Miss Elma Prickett, State Normal School, Towson.

**Parent-Teachers:**

President, Mrs. Harry E. Parkhurst, 1410 Park Ave., Baltimore.
Secretary, Mrs. Thos. J. Norman, 4203 Fernhill Ave., Baltimore.

**Physical Education:**

President, Dr. Wm. Burdick, 7 E. Mulberry St., Baltimore.

**Primary-Kindergarten:**

Chairman, Miss Marguerite Schmidtman, 527 E. 20th St., Baltimore.
Secretary, Miss Helen Tilghman, 211 W. Lanvale St., Baltimore.

**Secondary Education:**

President, Howard Kinhart, Principal H. S., Centreville.
Secretary, Raymond S. Hyson, Principal H. S., Reisterstown.

**Vocational Education:**

President, Riley S. Williamson, Asst. Supervisor, Baltimore.
Secretary, Miss Elisabeth Amery, Baltimore.

# SIXTY-SECOND ANNUAL MEETING
# MARYLAND STATE TEACHERS' ASSOCIATION

**BALTIMORE, MARYLAND**

**October 25 and 26, 1929**

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## VISITATION

The morning of Friday, October 25, was devoted to visits to Baltimore City Schools. Mr. Sylvester had prepared and distributed a pamphlet stating the types of work to be found in the different schools and the county teachers in large numbers visited the city schools near the places of the general meetings.

## GENERAL MEETINGS

Because of the large number of teachers expected three general meetings were planned and held from 2-3 P. M., Friday, October 25, and one general meeting for the morning of Saturday, October 26. The attendance at the three general meetings Friday was 5,000, by far the largest number of teachers ever assembled in Maryland.

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## SECONDARY—SPECIAL GENERAL MEETING

Friday, October 25, 1929; 2-3 P. M.

BALTIMORE CITY COLLEGE AUDITORIUM

33rd Street and The Alameda

President Charles W. Sylvester presiding

Invocation—Rev. Vernon N. Ridgely, D. D., District Superintendent, West Baltimore Methodist Episcopal Church, Baltimore.

Address—"The Overall White-Collar Dilemma"—Dr. Ross L. Finney, Professor of Education, University of Minnesota, College of Education, Minneapolis, Minnesota.

Adjournment to Sectional Meetings.

## INTERMEDIATE GENERAL MEETING

Friday, October 25, 1929; 2-3 P. M.

CLIFTON PARK JUNIOR HIGH SCHOOL AUDITORIUM

Harford Road above 25th Street

Vice-President Howard T. Ruhl, presiding

Invocation—Rev. Chas. E. McAllister, M. A., B. D., Rector, Church of St. Michael and All Angels, Baltimore.

Address—"Bringing Our School Room Practice up to Accepted Theory"—Dr. E. E. Lewis, Department of School Administration, Ohio State University, Columbus, Ohio.

Adjournment to sectional meetings.

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## KINDERGARTEN-PRIMARY GENERAL MEETING

Friday, October 25, 1929; 2-3 P. M.

MONTEBELLO DEMONSTRATION SCHOOL AUDITORIUM

33rd Street and Harford Road

Vice-President Edna M. Marshall presiding

Invocation—Rev. O. F. Blackwelder, D. D., Pastor, Christ Lutheran Church, Baltimore.

Address—"The Modern Primary School"—Miss Annie E. Moore, Associate Professor of Education, Teachers College, Columbia University, New York.

Adjournment to sectional meetings.

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## ALL GENERAL MEETING

Saturday, October 26, 1929

BALTIMORE CITY COLLEGE

33rd Street and The Alameda

President Charles W. Sylvester presiding

REPRESENTATIVE ASSEMBLY—9-10.30 A. M.

Annual Business Meeting.

Note—Delegates must present credential cards from their respective organizations. Badges of identification must also be worn. These can be obtained from the Committee on Credentials on Friday,

October 25th, at 1.30 P. M. and Saturday, October 26th, at 8.30 A. M.

Report of Committee on Educational Progress.

Report of Committee on N. E. A. Home.

Report of Committee on Legislation.

Report of Committee on Teachers' Retirement Fund.

Report of Committee on Resolutions.

Report of Treasurer.

Report of Auditing Committee.

Report of Executive Committee.

Election of Officers.

PROFESSIONAL MEETING—10.30 A. M.—12 M.

President's Address—Charles W. Sylvester.

Address—"Creative Power"—Dr. Hughes Mearns, Professor of Education, New York University, N. Y.

Introduction of the President-elect who shall declare the meeting adjourned sine die.

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## ALL MARYLAND HIGH SCHOOL ORCHESTRA

LYRIC THEATRE

Friday, October 25, 1929, 8.30 P. M.

PROGRAM

The Star Spangled Banner (Orchestra and Audience).....Key

March—"The Stars and Stripes Forever" (Orchestra and Drum Corps) Sousa

Overture—"Raymond" (Orchestra).....Thomas

Chorus—"Sundown"—"Londonderry Air" (Baltimore High School Chorus) Arr.

Cantata—"The Vision of Sir Launfal" (Baltimore High School Chorus) Franz C. Bornschein

Violin Solo
Selections—a—Minuet ..... Beethoven
b—Gavotte ..... Bach
(Orchestra)

Chorus—"The Pilgrims Chorus" from "Tannhauser"..... Wagner
(Chorus and Orchestra)

Selection—"Apres le Bal" (String Orchestra)..... Czibulka

Chorus—" 'Tis Thy Wedding Morning" from "The Rose Maiden"..... Cowen
(Chorus and Orchestra)

Orchestra under the direction of John Itzel, Supervisor of Instrumental Music, Baltimore Public Schools, and Charles C. T. Stull, Supervisor of Music, Lewistown, Maryland.

Chorus under the direction of John Denues, Director of Music Education, Baltimore Public Schools.

Of the 138 pupils participating in the program of the All-Maryland High School Orchestra, 68 came from the counties and 70 from Baltimore City.

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Abstracts from Address by Dr. Ross L. Finney, Professor of Education, College of Education, University of Minnesota, Minneapolis, Minnesota, given at Baltimore City College, October 25, 1929.

## THE OVERALL WHITE-COLLAR DILEMMA

About a century and a half ago, there lived on the opposite sides of the Atlantic Ocean two great educational statesmen. Neither was known particularly as an educational statesman, but as a political statesman. Nevertheless, each had an educational soul or at least an ideal and was more or less, influential in putting it into life. I refer to Napoleon Bonaparte and Thomas Jefferson. They had totally different conceptions as to what constitutes a good society; yet they had ideas of what an educational system ought to be. It is essential to have in mind a definite idea about what constitutes a good society before it is possible to conceive what constitutes a good education. Napoleon might be considered somewhat of an aristocrat. Jefferson's conception of what constitutes a good society might be stated in the one word "democracy." His idea may be summed up in—life, liberty, and the pursuit of happiness.

The growth of the American schools within the last half century, and more especially in the last decade, is the growth of the most miraculous democracy in history. What do we mean by a democracy? We regard democracy as a type of society in which every individual is encouraged in the expectation of rising out of his class. Why do folks send their boys and girls

to school? With the white-collar classes, it is a sort of convention. With the others, it is a desire to get out of overalls and into white-collars. Parents make all sorts of effort and make all sorts of sacrifices so that their boys and girls can earn a better living than they did and earn it easier. The struggle to get out of overalls into white-collars is the most common motive in education, at least with the common folks. Where is it going to end?

We pride ourselves on our educational system in America. It is different from that in Europe. The former is open to everybody. It is the ambition of everybody to begin at the bottom and climb to the top. But we all cannot get out of overalls into the white-collar class, for that would not be a real democracy. If we stop to think about it there is a certain amount of dirty work to be done in which a certain number of people are required to wear overalls; this is, in order for people to do that type of work they must wear overalls. There could be nothing less desirable than for everybody to get out of overalls and into white-collars. We are not going to decrease the percentage of people in the laboring class. It is a delusion to believe that the percentage of people in the white-collar jobs is determined by intelligent ambitions or the education of the people. If you could increase the percentage of boys and girls that are ambitious; if you could increase the percentage of boys and girls that are educated; if you could increase the people with knowledge, you would not decrease the percentage of people in overalls. It is not the traits of personality or the physical condition or the mental equipment of folks, but the technique of industry and economic organization that determines the percentage of the population assigned at any given time to each of the various occupations. If a sudden wave of enthusiasm should suddenly sweep over the country and a number of people would want to become teachers, bookkeepers, or bank cashiers, the ambitions and capacities of persons would have nothing to do with the percentages of the population assigned to each. Please notice the word that I have been using—percentage. Not only that, but the income and the enjoyment of the good things of life for these various vocations are determined largely by the organization of industry plus the extent and character of our wants.

We play around the edges of things. We give educational courses. We do this and that. The white-collar raft is full. If anybody scrambles on somebody else is pushed off or most scramble off and he who scrambles on is not interested in the fellows who get pushed off.

I feel bound to bring to your serious attention the enormous percentage of boys and girls that are to spend their lives in the laboring class and who will never get out of overalls, and I think Uncle Sam ought to be concerned about them. Uncle Sam cannot wash his hands of the responsibility, since he has set up a ladder and invited those who care to and can to scamper up that ladder.

In this connection I am reminded of an old fable which is attributed to Pestalozzi. I am not sure whether or not it is attributed rightly. Once

upon a time, a long time ago, there was a certain fish pond populated mostly by minnows, who were ruled over by a small school of pike, who in turn, fed upon the minnows. Thus it ran for centuries until at last agitators arose among the minnows who led them into a long hard struggle for liberty, equality and fraternity. Finally, they got together and resolved to protest and selected a delegation to present their cause before the arrogant council that presided over this school of pike. They sent their delegation. The delegation was courteously received and their cause was listened to respectfully and at the close of their presentation they were told to return in a week. In a week they returned, and the council of the pike assured them that their cause was just and something could be done in readjusting their claim. It ran somewhat as follows: hereafter one minnow out of every ten thousand who should prove himself most worthy might become a pike. The minnows received that solution of the problem with gratitude and acquiescence and promulgated the new idea of democracy among their fellows, and hence there was no prejudice because if any minnow failed to become a pike, it was his own fault. Thereafter the ambitions of the minnows were absorbed in the competitive struggle among themselves, and those who did not succeed in becoming pikes were constrained to regard the fault as their own. And nobody noticed that the ratio of pike to minnows was the same as always, that the minnows remained after all nothing but minnows, and that the pike continued to feed on them as before. So that I presume is about what our conception of democracy is and what it is to many in the world. It is an ideal in unstable equilibrium.

It was not in a democracy that Napoleon believed. In the system of schools that resulted from his idea, the peasants were given an ideal designed for peasants and designed to make them peasants, and above all to keep them peasant-minded. Whereas, Jefferson had a different kind of educational idea, that of giving an opportunity to all for life, liberty and the pursuit of happiness. Democracy has to face the question of what kind of an opportunity for satisfying life its organization is going to afford to the masses, to the poor, to the overall class, to the eddy of minnows with one out of ten thousand becoming a pike. What are we going to do about it? It looks as if we are going ahead and get everybody out of the overall class and into the white-collar class or at least expend all of our energies in the effort. If we frankly recognize the fact that a very considerable percentage, at least 40% of the people are going to be pushed off the raft, we wonder why they waste their time on education, because they will never have any opportunity to get out of the overall class.

The boys and girls of the United States want to get an education. They are liable to stay in overalls, and even if they should stay in overalls, they will need to get an education to live by. There are two kinds of education. One is the kind that teaches them the technique of some trade and that is a fine thing of course. The other is an education to live by when they are off

their jobs. And they need an education, even if they are to stay in overalls all their lives. An education to live by, not to show off with, not even to get out of the overall class with, but to be happy with when not at work; a cultural education.

We need an education when staying at home; to live by, to administer our life with, to make life worth living. From this conception we shall arrive at democracy and not otherwise.

Consider science for example! What use is it for us to understand science? Will we use it a good deal? We use it often, especially in our homes, to keep our radios and vacuum cleaners and electric lights in shape. We use it frequently in medical treatment, and to keep our minds well balanced and our emotional conflicts allayed. We use it in our human relations. If we could we would use it to make those relations permanent. To make life more worth living at home from day to day, morning, noon and evening; that is what science is for. Who needs it the most? The man who has various and numerous other resources for entertaining and diverting himself and enlarging his life or the man and the woman who have not much of anything else, who come home tired after a hard day's work and have to be this and that for their children, who have not money to bring in a nurse when someone is ill and who have not many resources for employing a physicican. Will you teachers of science here who have in your classes boys and girls who are going to stay in overalls for life, take special pains with them? Find out what they care for most, as in this class is usually found a creative force.

Consider art! It aids in the appreciation of pictures and the ability to make a dining room and living room look pretty or to dress up a three year old child so that it is not a pain to the eye. For what is art wanted, the conventional arts and the commonplace arts? Why, just to make us happy, to give us the means of expressing our feelings when they are pent up within us, to give us something beautiful to live for. Something to live by, to be human with, and if that is what art is for the common run of humanity needs it the most. Who needs to be made acquainted with the beautiful things, to read beautiful music and within him have real appreciation of it? The man who has plenty of money and has abundant leisure to wander about in the fields or the man who comes home to a late supper, tired and dirty, with not very much inspiration in his day's work and contacts, and with very little means in his pocket. The woman who has an additional car and this, that, and the other, and all the money she needs to spend for nurses or the woman who has to work too hard with a too big family with a too little means with which to work. Are there any here who are teaching art? If so, I adjure you to give the children of the poor your special attention as they are the ones out of your group who are going to need it the most. They may not have much to live by, but if you can really succeed in interesting them in art you will have done something well worth while.

Consider philosophy! By philosophy I mean such subjects as psychology, economics, history and essays. They deal with human nature and human relations. For what is it? Why, to help us relieve our emotional conflicts and to teach us to know the real values of life, opportunities and adjustments that are worth the effort. Morals are changing and ideas are changing. We are at sixes and sevens in our own souls. We are going somewhere fast but we do not know where we are going. For what shall we live? What are the advancements or the satisfactions or the beliefs that really do no harm to other people and leave a good taste in our own mouth?

It is customary to apply the terms "the new humanities" to such subjects as biology, psychology, anthropology, sociology, economics, politics, ethics, metaphysics and history. Elements of psychology should be taught to high school children probably as early as the ninth grade. We use it in school, on the streets and everywhere, and if that is true, the poor need it rather than the rich.

When we, the educators, tell the boys and girls what we see ourselves and put the vision into them that science and psychology can do more for them than white-collars, we shall develop a society after the heart of Thomas Jefferson.

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## BRINGING EDUCATIONAL PRACTICE UP TO EDUCATIONAL THEORY

**Dr. E. E. Lewis, Department of School Administration,**

**The Ohio State University**

CLIFTON PARK JUNIOR HIGH SCHOOL, October 25, 1929

Educational theory always has and probably always will outrun educational practice. If the rabbit doesn't keep ahead of the hound the race is soon over, and the race is the thing in which we are chiefly interested. In fact, we no sooner do succeed in syncronizing a given theory with practice, than, on looking farther, we see more advanced theories, the application of which has not even been attempted. This endless chase of practice to catch up with theory is both a method and a sign of progress.

We live in a new educational era. At last mankind is beginning to take education seriously. All of the preferred nations of the earth today look upon education as a powerful tool for the promotion of the wealth and the welfare of society. Consequently, we are beset on all sides by opinions, theories and philosophies as to what ought to be done and how and when it ought to be done. Out of this welter of ideas there are at least a few that most of us agree should find expression in practice. It is to certain of these that I desire to direct your attention.

The world is still very young in this matter of public education. It is at the beginning rather than at the end of progress. But habit is a stubborn

thing, and many of us are in the habit of accepting current practice as the best possible practice. This attitude, of course, is wrong. While there may be no one best way of doing anything there are, nevertheless, many better ways and it is our business to discover and apply these better ways.

A few weeks ago I sat at dinner with a gentleman who is principal of a private experimental school in the outskirts of Berlin, Germany. I said to him, "In general, what do you think of the American elementary school system?" He smiled and replied, "Before the War we Germans were very well satisfied with the school system that we then had. The system was built to fit the then prevailing theories of autocracy and seemed to do it very satisfactorily. In fact, we were so well satisfied that we found little time in which to visit the schools of the rest of the world; we were so busy entertaining the school authorities from the rest of the world who were visiting us." "But," said he, "since the World War the youth of Germany have found themselves wedded to the ideas of democracy that have guided the American people for so many years. In fact, the youth of Germany are in revolt against the traditional autocratic theories of education with the consequence that we old masters, trained in the older techniques and methods are being forced, for the first time in the history of our country, to go to America to see how you democratic practitioners do it." And I said, "I am very curious to know what you think of our school system, after spending six or eight months visiting our country." "Well," said he, "you will forgive me if I am frank. I find that, strange as it may seem, you are not very democratic in your schools. While you are more democratic than we are, you are a long way from being as democratic as we expected to find you. It seems to me, if you will allow me to criticize that much remains to be done in America to make the schools conform to the theories and purposes advocated in your democracy." I admitted that he was probably correct in his diagnosis.

For example, there is an old practice of mass education that we inherited from the period of 1800-1840, which still prevails in elementary schools in this country. It is recognized as the standardization procedure for the management, administration, teaching and instruction of the elementary schools of today. I refer to the administrative scheme whereby a school is divided into groups of thirty to fifty pupils to a grade or half grade, each in charge of a single teacher, and that teacher required to teach from ten to fourteen different subjects. Furthermore, the theory holds that the teacher need not be more than a high school or two years normal school graduate. It permits her to be less than half as well trained for her services as are junior and senior high school teachers. This is the practice prevailing in public education in the first six grades. The teacher is under age and under trained and is in a sense a general practitioner. Other professions are getting away from the idea of a general practitioner.

Why should an elementary teacher's training be less in extent than that required of others? Why should she be required to teach ten to fourteen

subjects? Rare indeed is the teacher who can teach all of them well. She usually does what she can do and lets the other subjects go half done. Why should the children come in contact with one personality only all day long for a half-year or year? Why should the children be required to master ten to fourteen subjects in these first six grades? The practice has like Topsy "grown up" and we do not often challenge its fitness.

Why should the children be bunched together and treated as a homogenous group when nature has made them so markedly different one from the other? Why should the recitation be regarded as a sacred rite to be observed at all hazards? Why should the children all study the same books at the same time? Why should there be so few books available? These are but a few of the challenging questions that might be asked. The answer is tradition, a habit pattern.

In the Great Dedactic, Comenius, in 1632 wrote:

"He (the teacher) must stand on an elevated platform, and keeping all the scholars in his sight at once, allow none of them to do anything but attend and look at him. He must imbue them with the notion that the mouth of the teacher is a spring from which streams of knowledge issue and flow over them, and that whenever they see the spring open, they should place their attention like a cistern beneath it, and thus allow nothing that flows forth to escape."

McClure writes:

"The cistern plan has not disappeared from educational practice in democratic America. So often the mind of the scholars are thought of as jugs to be filled, and the hoary custom is to have the professor examine the contents of the jug from time to time to see how much has leaked out. The formal recitation of lessons harks back to a day when the mind was regarded as a room to be furnished. The filling station conception is with us yet. Lecturing has been defined by Slosson in his happy phrase as the mysterious process by which the contents of the note book of the professor are transferred thru instrumentation of the fountain pen to the notebook of the student without passing thru the mind of either."

It was in England a hundred years ago that Bell and Lancaster, in promoting monitorial schools formalized and standardized school administration and teaching procedures. In their zeal to establish a method whereby mass education could be then afforded at public expense they fixed the mould into which public education has been poured during the last century. They invented and established the monitorial plan whereby one teacher might instruct one hundred or one thousand pupils. This was done by the teacher selecting and training monitors. These monitors were bright and adaptable older pupils who retaught the lessons learned from the master to smaller groups of pupils under their charge. Thus, the work of the master was multiplied by as many monitors as he needed. This system was invented as a method of instructing the poor in reading, writing, arithmetic and the es-

sentials of religion. Lancaster brought it to America and it set the form of our early school organizaton. In time we substituted regular teachers for monitors and these regular teachers under the head teacher or principal still constitute the typical elementary school. We have only partially broken with this traditional procedure during the last thirty years.

In current practice the child is still considered a passive recipient. He is a jug to be filled, a room to be furnished, a slate upon which something is to be written. He is an absorbent, a memorizer, a reproducer, an assimilator of ready-made ideas and facts isolated for the most part from his real interests and activities.

The theory of this practice goes back to a false psychology of childhood in vogue for hundreds of years and only recently discredited and replaced by a contrary doctrine. Under the old doctrine it was the function of the teacher to assign lessons, hear recitations, and impose discipline. As psychology advanced considerable attention was given to a modified conception of this older theory of teaching and a minute methodology for each subject was worked out. The recitation was standardized into types, and formal steps were enumerated and described for the recitation in general. This is still the prevailing conception of classroom method if we are to judge by current practice.

Beginning about 1900-1910 there arose widespread dissatisfaction with this formalism of education procedures. Dewey, Meriam and others in experimental schools, demonstrated that children learn best when placed upon their own resources and responsibilities. The child cannot be educated by others. He must educate himself. To do this he must engage in activities in which he is vitally interested and which challenge all of his capacities. The child instead of the teacher becomes the focal point of pedagogical discussion in modern education.

Today we recognize two essential forces at work in the education of the child. One is environmental stimulus and the other is individual response. These two forces interact upon each other. If the stimulus incites the response, the response in turn modifies the stimulus. These changes take place in the neural mechanisms of the child. Growth takes place as the result of this activity. Activity, therefore, becomes the key to growth. It is through activity that continuous change takes place both in the child's responses and in the environmental stimuli. Growth changes the functioning of the child's neural mechanisms. The child begins purposing, planning, executing and judging. The process is unitary and continuous and to it we give the name purposeful activity. It is a creative process, and the growing process is the educative process. Education is, then, continuous growing, that is, continuous changing in the child's neural mechanisms. The child has the inalienable right to grow for growth is life itself. To do this he must have a large degree of freedom to make changes, to plan, to discover, to try out, to experiment, to reach out and to judge for himself the degree of success of his own

activities. It is the job of the parent and the teacher to stimulate and to guide the child's activity and resulting growth rather than arbitrarily to dictate and mechanically administer a system of education.

Dewey, Kilpatrick, Bode and others define education as growth, purposeful or directed activity. They claim that the teacher exists not to teach in the normal meaning of the term; that one cannot teach another anything.

As long as we emphasize teaching processes and procedures, our attention is at least partially misdirected; we get the cart before the horse. Learning and learning activities are the things that must be emphasized; not teacher activity but pupil activity must be stressed.

Collings states the case clearly:

"Education is quite generally interpreted as the assimilation and reproduction of subject matter isolated from the purposes of boys and girls. It considers the 'mind a graveyard, spacious and receptive. Data, events, knowledge of all kinds are so often dead matter ready for interment; the lesson the burial rite, a tedious ordeal, but very necessary in respectable places; the teacher, the only live entity in the analysis, a combination of divine and undertaker; the examination, a sort of resurrection morning, where true to form, few resurrect.'"

To this new conception of creative education we whole-heartedly respond. It is in accord with our belief and we accept it as a sound psychological and pedagogical theory. But are we doing anything about it? We know current practice is along way from being in harmony with this theory. Are we as superintendents, supervisors, and teachers doing anything to bring practice more nearly into line with theory? Are we making any noteworthy changes in traditional elementary education that are at least pointed in the right direction?

Our present elementary school was planned on an entirely different theory. Discipline is the watch word, not activity. The child is regarded as a subject, a subject with few rights and liberties, that must do as he was told to do. The teacher was the King ruling with an iron hand, and these little subjects scurried to their assigned tasks. True, we were not satisfied with this theory and during the last fifty years have succeeded in introducing a considerable amount of joy into the life of the average school child. The coming of women teachers did much to soften and sweeten life in the earlier grades. The improvement of heating, lighting and other physical conditions has added much. The introducing of attractive and suitable textbooks, supplementary and reference books and material, work books, and work sheets, problem books and practice materials has been exceedingly wholesome. The greatest advancement has been in the kindergarten and the early primary grades. Here the teacher has been trained to believe in the activity program, in part at least, and this area represents territory already nearly conquered to this idea. But the middle and upper grades are largely untouched.

Various schemes have been introduced tending to break down the old

traditional practice. Among these schemes we list twelve of the best but cannot pause to discuss them fully in the limits of this paper.

1. The first idea is the departmentalization of grades 7 and 8, sometimes 6, 7, 8 and occasionally 4, 5, 6, 7 and 8. This is usually partially rather than completely accomplished. In fact, it is rarely completely attempted. It is undoubtedly a step in the right direction. It breaks down the idea of the general practitioner and exposes children to a larger number of contacts.

2. The introduction of the work, study, play or platoon plan in a number of our larger cities has done much to enrich the educational offering and intensify the specialization of teachers in elementary schools. I believe these schemes are improvements over the traditional one-teacher-to-the-room idea that has prevailed so long and still prevails as the typical American practice.

3. The Winnetka plan to individualize instruction in the fundamental tool subject by means of goal books and other devices, and to socialize the child in other subjects and activities, is a further improvement. This plan has not been adopted in many places and seems to owe its persistence in Winnetka mainly to the enthusiasm and splendid leadership of the superintendent.

4. Homogeneous classification of pupils, sometimes called XYZ grouping, is frequently advanced as a cure-all for the ills of elementary education. Undoubtedly grouping has helped us to recognize individual differences and to adjust instruction more intelligently to different types of children, but it does not seem to offer the final solution of our problem.

5. Standardized tests and measurements of general intelligence, special abilities and achievements, are likewise advocated as a solution of elementary education. But after nearly twenty years of experimentation, invention, and practice we conclude that these are worthwhile instruments to use in the diagnosis and remedial instruction and guidance of pupils, but are in no way a substitute for a new and better administrative program for elementary education.

6. The introduction of practical arts activities in all of the elementary grades has added much to the promotion of a new conception of teaching and learning. Indeed, much of the advanced practices and theories of education hark back to activities that have characterized this field. Learning by doing and through doing is perhaps the best exemplified in these subjects. At least this is true when these subjects are not formalized.

7. The so-called Dalton laboratory Plan is a further improvement over traditional methods and techniques. Personally, I am convinced from my study of the laboratory method and the guide sheets or lessons that are developed with it, that this plan has much to commend itself. But it does not seem to be a complete or final solution.

8. The socialized recitation is likewise a move in the right direction.

9. The curriculum studies that have been, and are being made have contributed their quota to the sum total of dissatisfaction that exists with reference to existing elementary education. Useless and obsolete subject matter, information for information's sake, has been found altogether too prevalent and honest attempts have been made to revamp or build anew a curriculum more suited to the needs of individual boys and girls of elementary school ages.

10. The so-called activity school experiments are very promising and their advocates have all the faith of a John the Baptist preaching in the wilderness of a wicked world. They preach the doctrine, "Repent and be ye saved," by the adoption of this panacea.

11. Dr. Hosic, in a recent series of articles, advocates a Group-Teacher-Plan that has some merit. He believes that the teacher should teach the things she is best qualified to teach. He says, "each teacher in the elementary school should plan and carry out her work co-operatively as a member of a group of teachers who have the same pupils in charge." His idea is to have say, three grades grouped together in charge of three or more teachers who elect their own chairman and proceed to distribute between themselves the activities involved in stimulating and guiding pupils. This would sublimate the present formal school grades into a higher integration of working groups.

12. Morrison has developed a technique that is rapidly gaining a large following. It is the so-called unit plan of instruction. It is fully described in his book The Practice of Teaching in the Secondary School.

As already stated, I shall not be able to discuss any or all of these particular schemes or devices for the improvement of elementary education. There is much of merit in all of them and we should commend the advocates of each for their honest attempt to do better what has to be done.

I am not advocating the adoption of any one of these twelve suggestions. I believe our hope of salvation lies in the adoption of the best of all of them at this stage of progress. There is no single cure-all. We should be willing to experiment, and out of our experimentation to develop a better plan than we now have. The essentials of such a plan are:

1. Personnel guidance of each individual pupil.

2. Full and adequate recognition of the individuality and personality of each pupil.

3. Full recognition of the fact that the child must educate himself through his own activities.

4. The elementary school should have the atmosphere of a good home

and not, as too often now, the atmosphere of a shop or factory or military establishment.

5. The teachers should be specialists in three things: (1) knowledge of child nature; (2) a specialized knowledge of one or more subject fields, and (3) skill in the best methods of stimulating and creating a live interest in these fields.

6. A larger amount of freedom to plan, execute and appraise tasks and projects should be given to each pupil.

7. The schoolroom should be a laboratory and a library for certain types of activities, and not a classroom for the hearing of recitations.

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## SPEECH BY MISS ANNIE E. MOORE

## AT SIXTY-SECOND MEETING OF THE MARYLAND STATE TEACHERS' ASSOCIATION

### MONTEBELLO SCHOOL, BALTIMORE, MD.

**Primary Division**

I am very glad to be with you this afternoon. We have looked to Maryland and to the City of Baltimore for some time for examples of the modern primary school, and we have not been disappointed in finding such models.

The subject "The Modern Primary School" implies that there is such a thing as a particular type, since we use the word "the." As a matter of fact, there are many and varied types of the modern primary school. There are a great many different kinds in the firmament of modern education which describe themselves as progressive schools, modern schools, etc., and in this great variety that we find going under the name of progressive schools, there are a few dominant characteristics; schools which have been influenced by the modern trend in psychology and by the modern view point in philosophy.

Today I want to speak to you of those features of the modern primary school which have become most accepted, which are coming to be best understood, and which have most clearly found their realization and exemplification in the public schools. It would not be difficult to find excellent examples of a rather full realization of this modern point of view in the public schools. Many students come to us, some from all over the country, and they say, where can we see this thing in practice? We do not find it extremely difficult to conduct them to public schools where they can see a fine exemplification of the point about which I wish to talk to you this afternoon.

The modern primary school is really supplying to the child a suitable child's work. The school is built, accepted and operated for the child and for their present needs as well as for their future needs. The school is organized

and operated partly by the children, not only for the children, but partly by the children themselves. The phrases which have become so common in educational writings, the phrases such as "The whole child goes to school," and "The child is the center of gravity" are no longer lip tributes to a theory. They are tributes well realized, and well exemplified. When we really mean that "The whole child goes to school" and "That the child is to be the center of gravity" in the organization of the school and of educational instrumentalities, it is quite clearly seen in the environment that is being provided for the child. If we go into the empty school room, no children there, teacher gone, it is not difficult at all to determine that the children really make the room.

The kindergarten and primary groups of people, I believe, have had the best opportunity, better opportunities, than the teachers higher up in school to carry out the new theory. For one thing, they are better trained as a rule. That is, better trained, I mean, with a specific definite training given to kindergarten and primary teachers. Then there has been centered on this period of early childhood during the last ten years the attention and study of scientists, social service workers, of psychologists and of health authorities.

Now I promised that I was going to speak of the feature which has become most fully realized and which is actually operated extensively in the public schools. And I shall speak first of the fact that the modern primary school has a kindergarten. But the fact is that of the three million children that are inducted into our schools every year, far less than one half of them have ever taken the kindergarten course. By the progressive movement we see to it that children have a half year or year in the kindergarten before starting into the first grade, and there is today far less skepticism, far less of insistent inquiry regarding the product of the kindergarten.

There is a far more generous estimate of the pre-school education than there was formerly. I am not going to speak this afternoon about the assistance of the kindergarten and the nursery school, because as yet that has not been put into operation at all extensively; but nevertheless this pre-school work is having a very marked influence upon public thought, and is removing, lessening greatly, that skepticism, that pressure which the kindergarten has always had to endure regarding its product. The primary teachers now have somebody to put the blame on if their classes do not turn out all right. They say, "These people came from the kindergarten and that is what it does to them." If the kindergarten teachers wish they may say, "These people came from the nursery school," but what the nursery schools are going to do, I do not know. The very things which the nursery school is teaching and expect to get as their product is the very thing which the kindergarten has at its best striven for and have had a measurable success; and with this success in the process of training and educating very young children

has come a lessening of the extreme pressure put upon both the kindergarten and primary school by the traditional, conventional tribunals of education.

You would be able to tell, even by stepping into the new school, by just examining the room and looking about, whether it is a school that believes that the "whole child goes to school" and believes that "we should furnish a child's world in which the child is to live such a large number of hours of the day, and so many days in the year." Studies have been made by the administrative officers, superintendents, members of the school board, principals of schools, etc., to determine whether or not there is a need for movable furniture. Many of the actual workers with the child have been begging for movable furniture. It is very gratifying to find that administrative officers on record in large numbers have approved a more flexible set up, a more flexible equipment for the rooms in which the children are to work. Some of the reasons have been entirely administrative, such as approving the movable furniture because it is easier to keep the floors clean; but the most gratifying thing is that a large number of these men and women in administrative positions, who when they say that they do approve the movable furniture, they assign reasons indicating that they appreciate the fact that different kinds of work are going on in the rooms, or at least they do appreciate the reasons why movable furniture should be used.

Then there is the change in progress that would go on, and the help that such a room would be to the children.

I came upon this little story to illustrate my point. There was a school room which was fitted with very formal equipment: old chairs and tables which had been cast off, the chairs being entirely too high for the children. In explaining what was done, the teacher said, "Mr. So-and-so simply found a saw and in a few moments the children were fitted to the chairs," rather indicating that the operation had to be performed on the children, rather than on the chairs.

The well organized class room can be divided into three divisions, probably more than three, but three important ones come to my mind. Some of the rooms I have visited have an extremely crowded appearance; it does not look like a well organized work room. There is the feature of the work room, but it is so crowded that it is almost impossible to use the equipment. The rooms of a school which I visited a few weeks ago certainly had this appearance.

I was asked by the Superintendent if I wanted to see a perfectly beautiful room. She took me into a very charming room, and I have not seen a more beautiful child's room anywhere. It was artistically decorated, and the children had their own library. The tables and chairs gave the appearance of the modern child's room and there was not a single sign of anything that the children had been doing.

Then there is the well organized work room, showing that the children and teacher together have done some extremely good planning regarding the

care of finished and unfinished work. And it really pays to put in a good deal of work, because a perfectly furnished, beautiful artistic room is going to appeal very much to a certain type of supervisory officer; and the cluttered up room is going to do a good deal of damage, because it certainly is not a pleasing sight to the person who does not feel, does not understand what we are about. To keep a room in an orderly condition is not only good housekeeping, but extremely good training for the children.

The changed environment of the modern school provides definitely, very carefully, for the individual. We are hearing today a great deal about individual differences, we are hearing a great deal about the importance of developing individuality, giving the personality of each individual a chance to develop at its very best. Now there have been many different kinds of tests provided to back the local step, and some of these are only going to result in a different kind of type department. The original intention was to give the individual a much better chance to develop his own personality, but we get instead these type departments. For instance, the crowding of a platoon organization down in the primary school may be more destructive than helpful. There is no doubt but that platoon organization in a school is disintegrating to the different divisions. The thing that we have striven so hard to attain, the integraton of the school, is offset by this departmentalizing of the schools. The modern departmentalized school provides differently for the individual, and I believe that there is now a real controversy on between purely administrative devices for providing for the individual, and that movement which has made such excellent progress towards the organization of the ordinary class room in the hands of one teacher, or at least a few teachers.

I am going to speak of a few of the ways in which we are meeting the individual needs of the child. We are finding ways to teach reading, for example in a much less formal way. The class is divided into small groups, quite small groups, realizing that the children will get fully as much practice for themselves, the individual child will get as much practice teaching himself as if he were in a large class. There are a great many degrees of dependents upon the teacher, and when the class is divided, one group can be given more attention when needed, while another group needs less attention.

The modern primary school provides for a great variety of possible activities to fit the different interests and possibilities of the child. I am speaking now of caring for individual differences. Certainly this providing of a great deal of material of a varied sort and using a furnished program, to my mind, is better than any other scheme that has been devised, assisting, at least, in providing for the individual differences of the child. The fact that we are introducing into our schools the larger units of work, larger and more varied in subject matter, means that there will be a greater success for the child in his own particular line of work; so that the child who has been

more or less of a failure in some other subject has an opportunity to show what he can do.

The individual need is still better provided for by the greater development of self teaching, self training and self corrective exercises and materials. These procedures have sometimes come under the name of the Winnettka and Dalton types, etc. But in schools which do not make any groups and do not desire to imitate the Winnettka and Dalton types in their extreme form are using this idea, using it extensively, furnishing the child with materials, with procedures which really help the individual to teach himself.

If there were time I would like to deal a little on the attending dangers of these procedures, because I think they are dangerous. There is danger of the market being cluttered with both good and poor material, such as card devices and card equipment by which the child may teach himself. There is great danger of a card-board education. But if we are wise and try to keep them in proper places as mere tools which only do a certain part of the work, then, I believe that the time is very near when we are going to dispense with the teacher because card board devices are teaching them all, and because radios and movies are teaching them.

Can I truly say that the type of school which I have been in this very speech trying to put before you, can I truly say that this school is in the ascendency, that it is the modern primary school? That is to say, if I state that type which I call different groups, in which I know you are interested, and because I know enough of this state and the City of Baltimore to be sure that you are more interested in this typical organization in which there are a number of teachers to one class room, or at least in the primary grades, and comparing them with these other devices, can I say that this type is in the ascendency? Insofar as numbers are concerned, I cannot say, but I do know that primary teachers everywhere put up a strong resistance to anything which tends to block this kind of work. With progressive, well trained, sympathetic, understanding primary teachers the child learns. I say primary, although I have not forgotten the kindergarten teachers. But they do not face the problems of the primary teachers. From my point of view the whole of progress is along the line of the well prepared primary teacher who understands the child from the standpoint of health, as well as educationally, and who with the assistance of the understanding, wise principal and supervisor, can, I believe, better than anybody else provide the school home, provide the world for the child to live in during the greater number of hours of the day

The modern primary school has seen many curricular changes. I have spoken of the new type of curriculum as I see it. It is not so new in the matter of what it contains as it is in use; it is organized and accepted. The enrichment of the curriculum has been going on for many years, but the newer type of organization of the curriculum is scarcely ten years old. It is not so much the new curriculum as the new mode in which it is organized.

What are the principal features of this new organization of the curriculum?

First, there are much more complete academic divisions. I was speaking of primary procedure that would tend to supplant this change. We have only succeeded in getting it together. We are now destroying for our primary children the utility experience our kindergarten has always been able to preserve for them.

There is a most interesting experiment being tried on a seventh grade class. They are attempting with these people to do exactly what you progressive first, second and third grade teachers have for several years been trying to do. They are trying to secure for those seventh grade children this year, utility experience in special subjects. They are going to organize their curriculum around certain individual units knowing what they will study, and how that study is to be organzed. When a child gets into the seventh grade, he is in junior high school, and coming close upon the time when that college entrance examination has such a dominant effect, and this sort of study is more helpful than harmful.

But we should not become obsessed with the idea that we are striving to fit ourselves for one individual unit such as reading, writing, arithmetic, art, poetry or music, and that everything should be centralized in some one thing. It is not natural or wholesome to put undue emphasis on some one field of human knowledge or human endeavor and keep sane and sensible, but you must remember that we are trying to plan for the child that kind of work which will most develop his personality.

To illustrate my point, a teacher told me this story not so long ago. A fourth grade class of a summer school were studying wheat in geography. For more than a month they continued the study of wheat. One day the English teacher happened to come into the room, and with the utmost anxiety the children wanted to know if they were going to have anything more about wheat.

The other leading feature of this organization of the curriculum is the children's part in it. The children are active participants in choosing their own subjects in a particular curriculum. I like to think of the modern primary school or class room as a self-sustaining community. It is a good deal like the old pioneer home. In the pioneer home one could not go down and buy books and dresses, boots and completed food products such as canned goods, etc. Everything used in the pioneer home was made, with the exception of a few books. Now, the modern primary school is like that pioneer home, in that the children have such a large part in providing for themselves things that are needed. When the teacher needs a play, or actors for a play, she makes the play up herself and sometimes even composes songs and music. I could go on and enumerate the different ways in which the modern primary school is self-sustaining and what a large part of that material which is being used by the children is made by them or the teacher, or

by the combined efforts of both, and that is what gives the modern primary school such a homely feeling, a feeling that is ours, rather than something that is ready made and about which we are very little concerned..

And in closing I shall skip over the feature of health, that important feature which is a good deal more than the tooth brush brigade, and say just a word about creative work. The extensive provision for creative work, not only on the part of the children but on the part of the teacher, is a large and wonderful factor in the school. It is the way to keep young; it is the way to engage other children in a different line of creative effort.

This creative work calls to mind a little incident which happened in one class. The teacher was talking about farms, and suggested that the children name several of them. The children named stock farms, chicken farms, vegetable farms, etc., and then one child said, "And there are 'poetry' farms."

I thank you.

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## EDUCATIONAL PROBLEMS OF THE FUTURE

CHAS. W. SYLVESTER, President

MARYLAND STATE TEACHERS' ASSOCIATION

I take this opportunity to present to you this morning a few remarks relative to what I believe to be a few educational problems worthy of thought and consideration by the teachers of Maryland. While I appear before you as the President of your Association, I am not speaking for the Association, but simply as a co-worker in Education. For many years I have watched with great interest, the educational work of our state. It has been gratifying to me, as I am sure it has been to you, to note that the State School System and the Public Schools of Baltimore have, through their progressive programs of education, climbed the educational ladder until they now rank among the very best systems to be found in the United States.

Never in the history of our great state has there been such an opportunity for real service in the many fields of education, represented by the persons assembled here. Each teacher is challenged to do the very best he can in assisting to solve the educational problems of our boys and girls. The pace which is being set by our able and progressive Superintendents, Dr. Cook and Dr. Weglein, is an inspiration to each one of us. We all recognize, I believe, that Education is becoming more and more scientific, and school procedure is ever being placed on a firmer foundation. We need to study and solve our problems from the scientific point of view.

Education is our State and Nation's biggest business. Like that of Industry and Commerce, the business of Education is production. From our enormous industry we are expected to produce from each generation of infants, a body of citizens supposedly fitted when they reach maturity, to carry on in the work-a-day world. There are nearly 300,000 pupils in the Public

Schools of our State, with an educational staff of more than 8,000 teachers. The work is being conducted in 2,200 school buildings at a current expense of nearly $17,000,000. The value of our school property exceeds $50,000,000. When we think of these figures we can well realize that there is no single business which can even approximate the work of education. It is impossible to estimate the economic value of education to this large army of boys and girls.

I know of no group of people anywhere, who are giving as much serious thought to the problems with which they are concerned, than do our teachers scattered throughout this great State. The classroom teacher, the supervisor and the principal are all vitally concerned with the responsibility which is theirs. The Administrative Staff, our Board of Education, Superintendents, have many problems confronting them. Through scientific study it may be possible in the future to determine the exact size of each class. The size of school buildings is a mooted question. No one yet seems to know definitely how many pupils can be efficiently housed under one roof. The curriculum demands scientific investigation and study. We are not yet clear on all of our objectives, neither are we certain about the number of periods to be devoted to each subject per week. Nor are we in accord with respect to the subjects which make up our school programs. It is felt by some, that our best teachers should be assigned to the lower grades where a real foundation is necessary. Others believe that the secondary school is the place for the better prepared instructors. These few problems indicate a man's size job for all of us.

### Our Professional Organizations

Our Maryland State Teachers' Association, the National Educational Association and the many other associations of like type in which we are interested, have stupendous tasks to perform. This is our 62nd Annual Meeting, and apparently our Association is becoming stronger and more worthwhile every day. The attendance at this convention and the interest shown in the general and sectional programs is an indication that we have a live organization, and one capable of overcoming what seem to be unsurmountable difficulties and most troublesome educational problems. This is our professional organization. True professional spirit can be created in our profession only when we think of the service we render to society. Social well-being must surely precede personal profit. Increased professional spirit means greater support and appreciation on the part of the public. We all have a personal duty and responsibility to our Association. Look to the true spirit of our organzation. We sponsor no particular creed, we favor no class, neither do we supply special treatment for any race. We are working for a maximum benefit of all. With a 100% membership from the teachers of this state, we can accomplish even greater things, and each teacher will have the

satisfaction of knowing that he is contributing to the work which lies before us.

Our National Educational Association has grown by leaps and bounds, and we hear on every hand of the splendid work which they are doing in the cause of Education. While much is said of their achievement in their monthly journal, we cannot realize in any way the full importance of this Association. They, however, need the support of each teacher in the United States. Anything which we can do to elevate the teaching profession is worthy of our consideration. It matters not whether we are interested in a National Department of Education with a Secretary in the President's Cabinet. I am not sure that this is the best movement for education, but then again the thought which has been advanced in favor of such a government department, evidences the fact that Education is as great as any other government activity such as Agriculture, Commerce or Labor. Perhaps we can bring about the true status of education without a secretary in the President's cabinet, but it cerainly behooves all of us to give thought and consideration to movements of this kind that are suggested.

### Youth of Today

We believe in an equal opportunity for all. With the changes that are taking place in our various educational programs, it is only a matter of time when all the talents of every child will be brought to the fullest development. An attempt is being made to provide for individual differences, to set up for each boy and girl educational courses in accordance with their ability, and through which they may be expected to pass with success. Our boys and girls of today are little different from the boys and girls of our time. We say that they are not as good, that they are not as much interested in school work, and that entirely too much time is given to worldly affairs, but when we stop and consider the period of our youth, we cannot help but agree that the boys and girls of today are just as good as the boys and girls of yesterday. It is true that they are not living in the same age, and this, no doubt, accounts for what we believe to be the difference. We must have faith in our boys and girls and only to that extent will their educational careers be worthwhile.

### Need for Measuring Sticks

To measure brain power and achievement, tests are fast becoming as necessary as text books. This measuring movement in education has grown to large proportions and tests are a part of our regular working tools. This science in education may be well compared to science found in the fields of Engineering, Chemistry and Medicine where it is only possible to solve problems in that way. Test results should assist greatly in the classification and teaching of pupils. While tests do not solve all of our educational problems, they do serve to evaluate conditions which were never before even

CHARLES W. SYLVESTER
PRESIDENT

suspected. Our modern science in electricity did not come with the first experiment by Franklin. This is also true with respect to scientific testing. Worthwhile and practical results will come after years of experimentation and experience. While some progress has been made in Prognosis and Achievement tests, there are tests yet undiscovered which will be used effectively with further development and study. While tests are certainly no panacea for all ills, they are of untold value to educators and are here to stay. There is real work to be done in this field, and educators generally are challenged to make the most of this movement.

### Education for the Handicapped

Our State and City have seriously undertaken the stupendous task of rehabilitating our handicapped. It is highly important that careful attention be given to the education of those boys and girls who are crippled in mind or body. Baltimore has a program of education which promises to be far-reaching. Our State Legislature has made it possible for us to go to the citizens of Baltimore in order to secure adequate and suitable housing facilities. The state has also, during the past year, been given assistance by the Legislature in carrying on a program of training for those boys and girls throughout the State who are unable to do regular school work.

After several years of study and work, our State Legislature has authorized the State Department of Education to carry on a program of Vocational Rehabilitation for adults. Maryland is the 42nd State to undertake this important piece of educational work, and it is now necessary that we make haste in order that we may take care of the thousands who have been waiting for many years for this help. There is much to be done. It is necessary for the people of Maryland to sell Industry and Commerce generally to the fact that handicapped persons may be trained for profitable employment and that they will carry on satisfactorily if properly placed. Ten thousand dollars has been made available for this purpose. If the work is as successful as it has been elsewhere, it will be increased from time to time.

### Educational and Vocational Guidance

It is very gratifying to note that the National Educational Association, at their last convention, has recognized the importance of the Guidance program in our public schools. They especially recommend that counselors be provided in all junior and senior high schools. Programs which have been started in the school systems throughout this country, and in many colleges and universities, are now found to be indispensable. It is only a period of time, I believe, that this service will be extended to every boy and girl in our state. These boys and girls, the men and women of tomorrow, are the city's greatest asset. The success of their journey through life depends to a large extent upon the road which they travel to reach the goal which they have selected. A person today would not buy a ticket and start on a jour-

ney without first making a very careful and thorough study of the point of destination. Yet our boys and girls are on their way educationally and vocationally, but few know very little of the road over which they are to travel. It is a well recognized fact that the life career of our boys and girls is really more important than any material thing and for that reason alone guidance is very vital in our program of education.

### Placement Service

In the past, we have been largely concerned with the educational achievement of our boys and girls in school. It now becomes apparent that we have long neglected the responsibility and duty which I believe rightfully belongs to the Public School System. One of the most important steps which boys and girls ever make is when they leave our schools for college, or more especially, for employment. This responsibility has been recognized by many individuals, and I venture to say that within a few years at least, all of our public schools will be interested in seeing our boys and girls properly placed in their next step in life, whether that be college or in suitable employment. After all, the real test of the value of an educational program is whether or not students have sufficient ability to carry on in their next step in life.

### Educational Publicity

The Public Press of our city and state can well afford to give due notice and recognition to the fine educational work which is being carried on. Through this medium the public may be brought to fully understand the school program, to learn of the work which our schools are doing, to appreciate the ideals, and recognize and appreciate the needs of education. Many of our papers are to be highly commended upon the constructive educational publicity which they present. It is no longer the fashion to condemn and criticize a matter of so great importance to the welfare of our nation, although a few do continue to engage in this destructive pastime. It is to be hoped that the papers of our land may sooner or later give as much attention to education as they do to pole-sitters, bunion derbies, chair rockers and hand-shakers.

The schools of any community should use this medium to keep their educational work before the public. We have altogether too long overlooked the importance of properly advertising the work of our great business. The radio, moving pictures and similar conveniences may well be used for this purpose.

### Keeping Up-to-date

Our educational program, if it is to be complete and fulfill the needs of the community, must keep abreast of the changing conditions in business, industry and civic life. Our schools in Maryland need not take a back seat

in that respect. They seem to be fully in accord with the progress of the times. Among the devices which are being used with success in education are the victrola, radio and motion pictures. No one can predict the future use of the radio or motion pictures for educational purposes. We have learned recently that the Secretary of the Interior has appointed a Commission on Education by Radio, to study its possibilities. Visual education is now quite common in many school systems. Television will no doubt be a factor in education in years to come, and none of us would venture to say, at this time what part the robot will take. We must, through scientific investigation and study, accept those devices which will be of value and discard, without hesitation, those which have no place in the educational field.

### Adult Education

It is interesting to note that considerably more attention is being given each year to Adult Education. In Baltimore at this time there are more than 12,000 adults pursuing courses in the Public Evening Schools in order that they may better prepare themselves for the work which they have to do, or to qualify for a new vocation. No community of this state can afford to overlook this important phase of education. We have only scratched the surface of Adult Education in America, and we have already found that this newer conception of Adult Education has been the solution of many difficult social problems.

We are yet unable to understand all of the reasons for unemployment throughout the land. With the introduction of labor-saving devices of many kinds, adults are thrown out of work. To train for a new job is not altogether out of the question. Adult Education may, in fact, help to solve the employment problem of men and women over 50 years of age. It is a sad condition to find that men and women at this age of life are being turned away from employment for younger workers. To say the least, we have a problem here which demands the best thought of our educators.

### Peril of the White Collar Job

We need to do something to stem the tide of boys and girls toward the white collar occupations. In a recent issue of one of our Baltimore papers, William T. Ellis writes, "White collars are a real peril to national robustness. Too many young men want positions, not jobs, but positions—that will not soil their hands or their clothes. One reason why such a tremendous tide has turned toward the colleges since the war, say educators, is that youth has come to consider this an easy and pleasant route to prosperity without manual labor. An alarming proportion of college graduates become bond salesmen. Multitudes of boys choose these white-collar positions at poor pay and with scant future, because of a sort of snobbishness which looks down upon overall jobs."

Our nation was not built by such. In new and growing countries, idle-

ness is deemed a disgrace. Just as workers are the backbone of the social structure, so loafers are a recognized peril. The glory and dignity of honest labor are beliefs inwrought in the very structure of our New World. And the duty of work is an essential part of the Christian ideals in which the country is established. The Bible singularly stresses and exalts the duty of toil. One reason for this doubtless is the recognized truth than an inevitable by-product of work is character. The sturdy virtues wait on industry.

### Vocational Education

Vocational Education is only a part of our public school program, but it is an important part. The Vocational School has a definite function to perform, that of fitting boys and girls for the work-a-day world. To fit for life is not enough. It is just as necessary to fit for livelihood. It behooves everyone in the educational field to familiarize himself with the aims and purposes of Vocational Schools. If anyone has a thought that the Vocational School should be used as a dumping ground for the misfits, or is a place only for those who fail in academic subjects, they had, here and now, better forget it. Fifty percent of our employed persons in Baltimore are working in the manufacturing and mechanical industries. That alone is sufficient evidence to warrant a program of education which will assist our boys and girls to reach this field of employment and be able to enter there trained for the work which they have to do.

It is gratifying to note that educators generally, are rallying to the support of education which fits youth for worthwhile work. Occasionally we hear of the attitude of an educator which is distressing. A case came to my attention a short time ago where a young man, in one of our large cities, had established a habit of failing in all academic subjects. He was good in drawing and shops, and fair in mathematics. He had reached the age of 18, and after a conference with the Counselor, the father decided he should like to have his son enter the Vocational School. The transfer was refused because it was said the boy was too nice a lad to go to the Boys Vocational School. He has been promoted from grade to grade in spite of failure, and at the age of 18 years and 6 months, he is now in the 9A grade, and it is reasonably sure that he will never be able to complete high school work of an academic character, even though he lives to be an old man. I feel sorry for the young man in this case, but more especially do I feel sorry for the principal and vice-principal of this particular school.

Every state in the Union, including every community of any size, has undertaken to work out a program of Vocational Education for the boys and girls concerned. With the passage of the National Vocational Education Act in 1927, great impetus was given to Vocational Education throughout America. At this time, there are more than one million students enrolled in Vocational courses which meet the standards set by the Federal Act. There are in our state alone, more than 6000 boys and girls pursuing such courses.

More than twenty-five million dollars is being spent each year. Of this amount, seven million dollars comes from Federal funds. Vocational Education, therefore, is no longer considered a side-light in education. It is a vital part of our Public School program of Education.

### Cooperation with Business and Industry

It would not be fair to conclude my remarks without reference to the splendid cooperation and assistance which the men of industry and commerce are giving to the Public Schools of Baltimore, and especially to our Vocational Education program. We know that the program of Vocational Education can neither be complete nor successful without this aid. It is impossible to enumerate in a few minutes, the many ways in which they have given assistance. We find that every industry and place of business is vitally interested in doing all they can to provide future workers of the right calibre, trained for the job and happy in carrying it on.

To the teachers of Maryland I want to say that the men and women of every community, I believe, will be willing to render aid and assistance of this type, as well as in many other ways, to the Public Schools of the community in which they carry on their business. They know the needs of industry and business better than any of us in the educational field can possibly know them, and for that reason alone they are indispensable to any program of Education.

### Conclusion

Teachers of Maryland, I believe that you will agree with me that we are engaged in the State's biggest business, and that with the many problems which confront us, there need to be no idle moments in our life. Especially at this time do I want to solicit your cooperation in carrying on the work of the Maryland State Teachers' Association. May it continue to be a power in this State and contribute in many ways to the problems before us. October 26, 1929.

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## REPORT OF COMMITTEE ON EDUCATIONAL PROGRESS

**(Due to Dr. Small's illness, the report was made by George Fox)**

Educational progress must be measured in ideals and in accomplishments. Ideals always precede actualities.

Sir Ramsay MacDonald said, "Every great movement that has affected the welfare of mankind has filtered down from the heights of some exalted ideal. The ideal through the process of experiment after experiment, becomes a reality, and from the level of reality, it rises up and up to the plateau of an accepted principle. The architect must always precede the builder of material things."

We have seen this principle amply demonstrated in the last few days.

Our able president conceived the idea of a greater and more efficient State Teachers' Association. His goal was for an attendance of at least four thousand teachers. He tells us that yesterday we had over five thousand present—the greatest attendance we have had for the last fifteen years. His ideal, backed by his optimism and energy has become a reality. We also saw the principle well demonstrated in our visits to the classrooms yesterday. The splendid work witnessed in the city schools is not the result of chance, but the accomplishment of ideals so well thought out by the able city school administrators.

Measured in these terms what progress have we made in the educational field within the last year?

First of all, there is the final step in our Teachers' Retirement System. The ideals conceived by the delegates to this association, just such folk as are here assembled, have gradually materialized in the form of a well worked out retirement law. This law has been made a real actuality by an appropriation of several hundred thousand dollars by the last Legislature. By this splendid law, aged or sick teachers are insured an income that will protect them from want when through no fault of their own they are disqualified for the classroom. This we consider a long step forward in educational progress.

The whole scheme was organized and backed by this association, and it is an accomplishment of which we may all be proud. An accomplishment that alone should make every teacher in Maryland willing and anxious to pay her dues in this association.

Next there is the law that makes it possible to provide proper educational facilities for crippled children. Whenever as many as twelve such children are accessible to a central point, the state supplies funds for a specially trained teacher to aid them back to health and to prepare them to become self-sustaining citizens. This ideal, which has also become a reality, we consider a step forward in educational progress.

Another step, similar to the above, is the rehabilitation law, which provides aid for the isolated cripples, over fourteen years of age. The object of this law is to bring advice and aid to those who are too old to be benefitted by the former law, and to help them to become self-sustaining citizens.

And, last but not least, there is the State-wide movement to bring high school facilities to every rural child in Maryland. By the extension of the idea of consolidation, several of the counties have already reached the desired goal. A goal beyond our fondest dreams a few years ago, but now an actuality because the dreamers made their dreams come true. We believe that the time is not far distant when every boy and girl in the state will be accessible to a high school, in which they will find courses suitable to their abilities, interest and aptitudes, and an accomplishment such as this is real educational progress.

There are many other indications of educational progress in the State,

such as the library movement, the vocational education movement, and the extension of health service by the State Department of Health. We feel that all of these movements have the hearty support of the association.

The possibilities of the active support of the united teachers of the state are unlimited. It is this support that helps ideals to become realities, and realities accepted principles.

To realize these possibilities, we should extend, as far as possible, the membership in this association of every teacher in the State.

One hundred per cent. membership would be the greatest single factor to promote educational progress in Maryland.

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## REPORT OF COMMITTEE ON RESOLUTIONS

The Committee on Resolutions of the Maryland State Teachers' Association begs leave to submit the following report:

WHEREAS, since the last meeting of this Association, Almighty God, in his providence has seen fit to remove by death one of our most worthy members and former President of this Association, the late Dr. Edward F. Buchner, Professor of Education in Johns Hopkins University.

RESOLVED, that this organization express its keen appreciation of the long and valuable services rendered by Dr. Buchner to the cause of education in Maryland,

RESOLVED, that We, the members of this Maryland State Teachers' Association express our deep and heartfelt sorrow because of his death and convey to his family our sincere sympathy and further be it

RESOLVED, that a copy of this testimonial be sent to the President and Faculty of the Johns Hopkins University.

WHEREAS, beneficial effects of the State Teachers' Retirement System upon the working of the Public School System of the state have already been observed,

RESOLVED, that we thank the Maryland Legislature of 1929; His Excellency, Albert C. Ritchie, Governor of Maryland; Dr. Albert S. Cook, State Superintendent of Schools; Dr. David E. Weglein, Superintendent of Schools of Baltimore City; and others actively engaged, for their broad vision and active support in securing the continuance of this favorable and progressive measure.

WHEREAS, the combined efforts of the School Officials of the State, the

counties, and the City of Baltimore have been fittingly shown in the increased interest and the attendance upon this Association, and

WHEREAS, the change of date of this meeting from Thanksgiving week has clearly justified itself,

RESOLVED, That the thanks of this Association are tendered to the State and City School Officials for their cooperative efforts in making this meeting possible.

RESOLVED, That the President of this Association and his Executive Officers be congratulated on the vision, the planning and execution of the program which has made this convention such a success.

RESOLVED, That thanks be extended to those who by their timely and inspiring addresses, to those who have contributed to the musical program, either as organizers, instructors or pupils, and to the Baltimore City Officials and teachers, and others who have been instrumental in making this meeting an educational and cultural success.

HOWARD A. KINHART
GAIL CHADWICK
EDWARD M. NOBLE

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## REPORT OF THE COMMITTEE ON TEACHERS' RETIREMENT

The Committee is privileged to briefly report the very excellent condition of the Teachers' Retirement System for Maryland. The system is now in complete working order and on going. It is of the greatest encouragement to note the first full budget provision for the system was secured in the last budget from the Governor and approved by the General Assembly for Maryland. This action meant the system had been accepted.

The Committee cannot escape the feeling the System is proving itself to be of lasting benefit to the teachers and children of the state. It is further felt the system will continue to have the support of the teachers and the public. To this end the committee sincerely asks this Association to continue its interest and support for the Teachers' Retirement System for Maryland.

Respectfully submitted:
T. C. BENNETT
E. W. PRUITT
M. C. H. UNGER
EDWIN W. BROOME, Chairman
Committee

## REPORT OF TREASURER

DR. R. BERRYMAN,

In Account With

MARYLAND STATE TEACHERS' ASSOCIATION—DR.

Baltimore, November 30th, 1929

| | | |
|---|---|---|
| 1928 | | |
| Jan. 1 | —To Bal. First National Bank | $2723.79 |
| 26 | —To Checks, W. H. Davis, County Members 1928 | 1530.00 |
| 1929 | | |
| Sept. 25 | —To Checks, W. Stewart Fitzgerald, Supt. Somerset Co | 15.00 |
| 25 | —To Checks, Woodland C. Phillips, Supt. Howard Co | 20.00 |
| 25 | —To Checks, Edward M. Noble, Supt. Caroline Co | 25.00 |
| 27 | —To Checks, Howard T. Ruhl, Supt. Cecil Co | 25.00 |
| 27 | —To Checks, Miss Lettie M. Dent, Supt. St. Mary's Co | 15.00 |
| 30 | —To Checks, Nicholas Orem, Supt. Prince George Co | 25.00 |
| Oct. 1 | —To Checks, G. Lloyd Palmer, Supt. Frederick Co | 25.00 |
| 3 | —To Checks, Byron J. Grimes, Supt. Washington Co | 25.00 |
| 7 | —To Checks, Louis C. Robinson, Supt. Kent Co | 15.00 |
| 10 | —To Checks, C. Milton Wright, Supt. Harford Co | 15.00 |
| 14 | —To Checks, James B. Noble, Supt. Dorchester Co | 15.00 |
| 14 | —To Checks, Edwin W. Broome, Supt. Montgomery Co | 30.00 |
| 15 | —To Checks, Clarence G. Cooper, Supt. Baltimore Co | 50.00 |
| 25 | —To Checks, E. W. Pruitt, Supt. Talbot Co | 15.00 |
| 26 | —To Checks, Albert S. Cook, State Superintendent | 114.00 |
| 28 | —To Checks, F. Bernard Gwynn, Supt. Charles Co | 15.00 |
| Nov. 15 | —To Interest on mortgages | 165.00 |
| 15 | —To Baltimore City membership 1929 (1096) 1928 (5) | 1101.00 |
| 15 | —To Sale of Tickets—Lyric | 338.00 |
| 25 | —To Interest on Deposits | 63.65 |
| | | $6365.44 |
| Nov. 25 | —To Bal. First National Bank | 3043.33 |
| 25 | —To Mortgage Title, Guarantee & Trust Co. | 3000.00 |
| 25 | —To Special Fund Title, Guarantee & Trust Co. | |
| 25 | — To Mortgage 21700—5½% | 1000.00 |
| 25 | — To Bal. Savings Account | 407.27 |
| Nov. 25 \| 1929 | Total Assets | $7450.60 |

CR.

| | | |
|---|---|---|
| 1928 | | |
| Dec. 1 | —By Check, Edna M. Marshall for 1928-1929 | $ 89.58 |
| 12 | —By Check, Daniel Chase, Athletic Dept., 1928 | 19.00 |
| 21 | —By Check, Houston G. Curd, Comm. Dept. 1928 | 2.65 |

1929

| | |
|---|---|
| Jan. 15—By Check, Stull & Zimmerman, Frederick Glee Club, 1928.. | 50.00 |
| March 1—By Check, Kathleen Collins, stenographer 1928 | 50.00 |
| June 11—By Check, Secretary for expenses of proceedings | 65.00 |
| 20—By Check, Miss Margaret Upham, Exp. Executive Comm.... | 20.00 |
| Aug. 5—By Check, Title Guarantee and Trust Co | 4.00 |
| Sept. 16—By Check, N. E. A. Membership | 60.00 |
| Oct. 19—By Check, Torsch & Franz Badge Co. | 20.00 |
| 26—By Check, Dr. Ross L. Finney, U. of Minnesota | 239.63 |
| 26—By Check, Walter Rodgers, Janitorial expenses B. C. C. | 14.00 |
| 26—By Check, Hugh Mearns, U. New York | 130.00 |
| 26—By Check, Walter H. Davis, salary and expenses (sec'y) | 261.78 |
| 26—By Check, R. Berryman, salary and expenses (treasurer).... | 138.16 |
| 30—By Check, Dr. E. E. Lewis, U. of Ohio State | 155.00 |
| 30—By Check, Annie E. Moore, Columbia University | 110.00 |
| 30—By Check, F. J. Keller, East Side Continuation School N. Y. | 76.25 |
| 30—By Check, Cora Winchell, Columbia University | 40.00 |
| 30—By Check, A. B. Anderson, Dept. of Education State Del.... | 15.00 |
| 30—By Check, Dr. Will Everhart, Pittsburgh | 40.00 |
| 30—By Check, Mildred A. Bowers, Girl's Vocational School | 22.50 |
| 30—By Check, Ida V. Flowers, expenses School No. 44 | 4.50 |
| 30—By Check, Charles W. Sylvester, stamps, etc | 21.78 |
| 30—By Check, Chair Exchange | 18.75 |
| 30—By Check, Dr. Phillip Knapp, Columbia University | 50.00 |
| 30—By Check, Hotel Rennert, meeting expenses, etc | 133.75 |
| 30—By Check, Democratic Ledger, proceedings, programs, etc.... | 774.23 |
| 30—By Check, Checks for Lyric and expenses of concert | 696.55 |
| | $3322.11 |
| Nov. 25—To Bal. First National Bank | 3043.33 |
| | $6365.44 |

Examined and found correct:

ERNEST J. BECKER

J. WALTER HUFFINGTON

## REPORT OF AUDITING COMMITTEE

Baltimore, Nov. 30, 1929

To The President, Maryland State Teachers' Association:

Your Committee, appointed to examine the books and vouchers of the Treasurer, find the accounts accurately kept and correct.

ERNEST J. BECKER,

J. WALTER HUFFINGTON,

Auditing Committee

## OFFICERS ELECTED FOR 1929-30

Mr. Byron J. Grimes, Superintendent of Schools of Washington County, Hagerstown, was elected president. Mr. Charles W. Sylvester, Director Division of Vocational Education, Baltimore, retiring president, automatically became first vice-president. Mr. Howard A. Kinhart, Principal Annapolis High School, was elected second vice-president. Dr. R. Berryman, Principal, Gwynn's Falls Junior High School, Baltimore, and Mr. Walter H. Davis, Principal, Havre de Grace High School, were re-elected treasurer and secretary. Mr. Clarence G. Cooper, Superintendent of Schools, Baltimore County, was elected to succeed Mr. Grimes on the Executive Committee for the term expiring in 1930 and Dr. Samuel M. North, State Supervisor of High Schools, was elected to succeed Mr. E. Clarke Fontaine whose term expired.

On motion by Miss Tall a committee of three was appointed in the matter of a memorial to the late Dr. Edward F. Buchner of Johns Hopkins University, the committee to report at the next annual meeting.

WALTER H. DAVIS, Sect'y.

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## AGRICULTURAL SECTION

CITY COLLEGE, BALTIMORE, October 25, 1929

The meeting was called to order by the president, R. Z. Coblentz.

Dr. J. C. Marquis of the U. S. Bureau of Economics, gave a splendid talk on "The Agricultural Situation." He explained how the Bureau makes predictions for the future and estimates of crops, acreages, production, and prices based upon sound figures received from census and past years' experience. He explained why certain changes are expected and how we may make use of their literature, charts, etc.

Mr. Harry McDonald of Frederick, gave a report on the state-wide Vocational Boys' Corn and Stock Judging Contests and suggested the use of the same score card for judging dairy cattle as is now being used by the vocational teams at the National Dairy Show Contest. Motion made and seconded, to the effect that the contest committee be empowered to act in this matter.

Charles H. Remsberg reported on the trip to St. Louis with the Maryland team which won second in the National Vocational Boys' Judging Contest.

Mr. L. G. Worthington listed the objectives of the Maryland Chapter of F. F. A. for the coming year. A motion was made and carried that we accept the objectives.

Officers for the following year were named by a nominating committee:

President—Donald E. Watkins, Mt. Airy.
Vice-president—H. M. Dent, Baden.
Secy.-Treas.—L. E. Taylor, Centreville.

A motion was made and carried that we discontinue the prize for project book, in view of the fact that we now have a State-wide Vocational Boys' Project Contest.

The meeting adjourned.

CHARLES H. REMSBERG, Acting Secretary

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## ART SECTION

BALTIMORE CITY COLLEGE—October 25, 1929

Chairman—Harold E. D. Willis

Number of persons attending Art Section Meeting—100.

Papers presented:

"Education and the Art Museum," Mr. R. J. McKinney, Director of the Baltimore Museum of Art.

"The Contribution of Art Education to the Growth of Elementary School Pupils." Illustrated by work of children in the Guilford School, Baltimore. Miss Eva Gerstmyer, Principal, The Guilfod School.

"Technical Processes with Reference to Preparing Drawings for Reproduction." Illustrated by drawings made by the speaker. Mr. Jesse Harrison Mason, Baltimore Artist.

"Prague—1928." Illustrated by slides made by the speaker. Mr. Walter R. Gale, Baltimore City College.

"Color in the Class Room." An explanation of the Munsell Color Theory. Illustrated by lights, charts and fabrics. Mr. A. E. O. Munsell, Munsell Color Laboratory, Baltimore.

The only business transacted was the election of a new Chairman for next year: Mr. Walter R. Gale, Baltimore City College; 233 W. Lanvale St., Baltimore, Md.

## ART AND EDUCATION

Mr. R. J. McKinney, Director Baltimore Museum of Art

If there is any direct relationship between art and education in our cities, the public schools have brought it about through their splendid program of art education.

Although I am a stranger to Baltimore, I can safely say that I am meeting with friends, as Baltimore's progress in school art has been an intimate topic with me for many years.

The splendid things being accomplished by Mr. Winslow and his staff speaks well for Baltimore's future in things cultural.

Beauty has its own excuse for being, and it seems rather pertinent to suggest, that an art museum is a necessity. We know that objects of art were made to be looked at, and we feel that their proper display within a shrine dedicated to the arts, is essential . . .

And so the museum of art in America sprang into existence; first as a mere display room and later as a live, working laboratory where the mysteries of art may be analyzed and explored.

This latter development is one of the most astonishing things in American Art Annals. Whereas about twenty prominent museums existed in the metropolitan districts fifteen years ago, there are approximately one hundred today.

The lesser branches, yet most valuable units, such as art leagues and art appreciation clubs, are found in every city and hamlet throughout the nation. Hardly a day goes by without the announcement of a new art club being formed or a new building dedicated to the arts.

The museum of today not wishing to overlap anything being done in the public schools, is particularly anxious to correlate its work, with art problems in the schools.

Cleveland has made unusual progress in this respect.

Through a series of illustrated art talks, correlating with school studies; through a splendid lending collection of photographs, prints, slides and objects of art, together with a remarkable permanent collection and current exhibits, Cleveland has been able to make use of its museum from a true utilitarian standpoint.

Cooperating with schools, clubs and the general public, art appreciation in Cleveland has grown tremendously.

True, it is, that such advantages are not to be found everywhere. And where an art museum or art league does not exist, then I believe that the schools should install a small gallery within their building.

There are many important and quite inexpensive loan collections to be had.

The women's clubs within your city would, I am sure, gladly take the responsibility of booking the exhibits for you.

Within your school gallery the children's art exhibits could be hung, showing the splendid development being attained from month to month.

This experiment has been most successfully carried on in Chicago and not a few of the newer schools in that city have installed an art gallery as an important unit of their equipment.

The museum of today is not alone concerned with exhibits of painting and sculpture.

It is most anxious to serve, not only the schools, but industry as well.

Workers in the industrial arts are urged to visit the museum and to find inspiration there in the crafts of the ancients.

How well this inspiration has permeated the fields of industry is illustra-

ted in our modern household furnishings, as compared with the products of the gay nineties.

Like the calm of night succeeding to the tempest of the day we view the products of our modern craftsmen with a grateful sigh.

Gone are the decorative monstrosities of a brief twenty years ago and in their places we find quiet, restful objects, as balm to the troubled soul.

The box like shape of the aeroplane has given way to the graceful lines of the bird. The modern motor car is a work of art.

In every phase of industry, art is playing a vital part. The influence of color and design in utilitarian objects has doubled the output of manufacturers. One of the most interesting examples of this is the town of Kohler in Wisconsin.

In one of the most beautiful sections of Wisconsin a manufacturer has developed a model city. Architects, city planners, gardeners and interior decorators worked hand in hand to create a vision of lovliness.

From the highest official to the simplest mechanic the houses at Kohler are things of beauty within and without.

Here is a man who realized that quiet restful surroundings are an incentive to finer things in the crafts, and I think that you will agree with me that he has attained his aim.

And so the abounding good of art appreciation for both old and young in all fields is that it points out a lovelier way to life.

It gives to all, a means of living, more beautifully and more abundantly.

America is becoming art conscious; and I say without reservation that the splendid art training you have fostered in the children is alone responsible.

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## CLASSICAL SECTION

CITY COLLEGE, Friday, October 25

Chairman—W. P. Mustard, Johns Hopkins University

Secretary—Miss Hattie J. Adams, Western H. S., Baltimore

The Classical Club of Baltimore held its first meeting for the year 1929-1930 jointly with the Classical Section of the Md. State Teachers' Assocaition on October 25, 1929, at the Baltimore City College, Dr. Wilfred P. Mustard, of the Johns Hopkins University, president of the Classical Club, presiding.

Two addresses were scheduled for the afternoon, one by Edward Lucas White and the other by the Rev. Thos. I. O'Malley, dean of Loyola College.

Dr. Mustard announced that as Mr. White found it impossible to attend the meeting, the Rev. O'Malley would be the only speaker of the afternoon, the subject of his paper being, "A Comparative Study of Ancient Epic and Tragedy."

Dean O'Malley took as his chief theme the use of the simile in Homer

and in other ancient Greek writers, proving by various selections from the Greeks, especially from Homer, that the simile, in the case of epic poetry, was a stronger, more virile tool than in the tragedy; that in order to make us know the characters that we cannot see we must use striking figures that in a tragedy would be mere adornments; that a word must suggest a picture.

In the tragedy on the other hand, we see the development of a character as the play unfolds, thus the simile is less effective and need not be so striking.

Dean O'Malley showed that in the selection of similies, the Greeks, a people living close to nature, used figures that had meaning for them—frightened as a man who comes upon a serpent—Ajax like a mountain torrent, etc.

At the conclusion of this delightful, thought-provoking paper there was a brief discussion led by Dr. Mustard.

Miss Englar, of the Western High School, spoke of the success of the Virgil Circles and urged friends of the classics to form more circles.

Miss Jessie Ebaugh, of the Forest Park High School, announced that she had on sale material helpful to Latin Teachers that she had received from Dr. Sabin of the Research Bureau.

There were about seventy-five teachers present from both public and private schools.

HATTIE J. ADAMS, Sec.-Treas.

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## COMMERCIAL SECTION

### CITY COLLEGE—October 25, 1929

The Commercial Section of the Maryland State Teachers' Association met for its annual gathering October 25, 1929, at 2.15 in the City College, Baltimore, Maryland.

The president Mr. S. M. Kanady, stated that the minutes from 1928 would be omitted unless, requested, as they had previously been published.

Mr. Kanady then introduced the first speaker, Mr. G. H. Pryor, Auditor of the Disbursements of the Baltimore and Ohio Railroad. Mr. Pryor was there as a substitute for the original speaker, Mr. F. A. Deverell, Assistant Comptroller of the Baltimore and Ohio Railroad who was unable to attend due to death in his family.

Following Mr. Pryor's address an open discussion was held consisting mainly of questions and answers.

The second speaker was Mr. Rupert SoRelle, author of our Rational Typewriting Texts. Mr. SoRelle gave an interesting talk, followed by a discussion of typewriting and the New Anniversary Edition of the Shorthand Manual. Mr. SoRelle was quite willing to answer any questions concerning the new Manual, since he helped a great deal in re-arranging it. This was

very interesting. Mr. SoRelle said that 150 class periods should be sufficient to complete the Manual.

After he finished Mr. Harris discussed the State-wide Typepwriting Contest.

The 1929 officers were re-elected. Mr. H. M. Kanady, President and Mrs. W. Hammond Barnes, Secretary.

The meeting adjourned shortly after 5 o'clock.

MRS. W. HAMMOND BARNES, Sect'y.

## THE COMMERCIAL GRADUATE AS THE EMPLOYER SEES IT

A discourse delivered before the Commercial Education Section of the Maryland State Teachers' Association at Baltimore City College, Friday, October 25th, 1929, at 3.15 P. M.

Introductory remarks: Mr. Deverell's sudden call to the west because of death in his family and my hurried and unexpected substitution for him as the speaker.

But getting on to our subject, as I understand it, you would like me to give my impression of the commercial graduate in business and by commercial graduate I take it you mean the young man and young woman who have passed the test of some commercial course.

It is obvious that class room instructions on business subjects, if appreciated fully by the student, are very helpful and are very much to be desired but—and there always seems to be a fly in the ointment—no system of preparatory instructions of this character with which I have come in contact has been just the perfect thing from the viewpoint of the employer. It may be I am too exacting in my standards; but, on the other hand, it seems to me within the range of possibility to so fit the student as to enable him to take up the minor duties of business, after a proper drilling in the essentials, but this condition is, unfortunately, the exception rather than the rule. In an experience of more than thirty years as an employer and supervisor of clerks in a business that presents many complex problems, I have found it always necessary to train the beginners from the ground up, because the knowledge such beginners bring to our industry does not seem to fit the case at all.

This makes me feel there is something amiss with the system of instruction and, perhaps, in time we may find and apply the proper remedy.

Education, and by that I do not mean culture, has, as I see it, two aims:

First—to equip the student to earn his living in the professions or the arts and,

Second—to equip the student to earn his living in business.

The College courses as mapped out today are apparently fully adequate to accomplish the first aim, that is, to equip the student to earn his living in the professions or arts. The earnest, conscientious student can carry on

from the point where he graduates from high school and be assured that the subjects taught him and the training he receives in college will fit him for the further journey on the road to success in the arts or professions.

But does this same education equip the young man or the young woman for a business career? I am afraid not and I base this fear on my many years of contact with college graduates.

As one of the requirements for employment in a clerical capacity with the Baltimore and Ohio Railroad the applicant is given a written examination in common arithmetic, including addition, subtraction, multiplication, division and percentages. Aside from the fact that the examples stated are in large figures, because our business runs to large figures, there is nothing in this examination that an eighth grade grammar school boy or girl should not know, but I can assure you this same examination has been flunked by graduates of Princeton and Harvard universities. The answer is clear enough to me. These men had gone years beyond this simple arithmetic and their minds and their brains were all cluttered up with a miscellaneous assortment of knowledge that they would never use in business but which had been stressed in their college course to the detriment of their mental development to business necessities.

But in spite of these facts I believe a college education—a limited college education—is very essential to the later success in business life of the student and I will try to make clear my reasons for this belief.

The boy or girl who takes a business course in high school and then enters some business office, usually has a very immature, imperfectly developed mind. This is due to the lack of a broadening education and because at an all too early age they attempt to develop a single idea in a mind that has not been properly balanced by contact with other things. Their vision has been resricted or, perhaps, not developed at all, and they are more than likely to be hide-bound in their ideas of this and that; furthermore, many young people who go through this course and then essay business find, after years of effort, that they are on the wrong road, that they should have taken up the study of law or medicine or engineering, perhaps; but usually this discovery is made too late in life to make a change and the victim plays out his string in a role for which he is entirely unfitted, only to be dubbed a failure at the end.

It is, therefore, my idea that our curricula be so arranged that the student may take an academic course for two years and then consider this the parting of the ways where he must decide between an education for the arts and professions or an education for business. These two years of academic course should, and, if he is a good student, will broaden his mind to the extent that either he or his advisers or, perhaps, both, may determine with safety which is his best course from thence on. If he elects for business, let him devote the next two years to business subjects, taught by instructors trained in business methods if possible, and then, when he presents him-

self for employment, he should be mentally equipped to take up his duties with intelligence and a reasonable expectation of success.

As against this idea it may be argued that many young people find it necessary to become wage earners at or before the completion of their high school course and are never able to take advantages of a college education. I am willing to grant there may be a limited number so situated; but in the majority of cases parents are all too willing to encourage their off-spring to become self-supporting, in whole or in part, at the earliest possible moment and many students are only too willing to substitute the drudgery of every day work for the, to them, drudgery of the school room. A little self-denial and fairness on the part of the parents, and a little more ambition on the part of the student would overcome this difficulty in a very large measure and we would have, as a result, a much larger output of well trained, intelligent and competent employees with life made easier in later years for both the student and the parents.

In this day of advanced educational standards, to graduate from high school means much less than it did fifty or even twenty-five years ago. Even a college graduate enters the world of business unprepared to face its problems in any fundamental sense. Because of this, post graduate work is attracting more and more college men. Training, combined with practical experience, the individual cannot hope to successfully cope in the complex, economic and social system that we have evolved in this age.

Without prolonging this one-sided argument unduly I would like to emphasize the necessity of acquiring a sound knowledge of arithmetic, grammar, penmanship, composition, bookkeeping and geography by those who propose to follow a business career. Of course, these things are fundamental but it is useless to attempt others until these have been acquired. I believe a partial college course is necessary to broaden the mind and give vision to those who hope to be our future supervisors but it is seldom a knowledge of higher mathematics or the languages, living or dead, are essential to the successful business career and the time devoted to their acquirement might be put to better use in studying the details of business procedure and management. Develop in the student while his is still young inquiring mind. A well directed curiosity is more helpful in results in a business way than the ability to read Balzac in the original French. There is nothing that pleases me more than to have a young clerk ask me why such a thing is done and watch him endeavor to connect up that procedure with something that has gone before or is to follow. I have hopes, high hopes, for such clerk, and always he develops more rapidly and more completely than the kind that asks no questions, either through indifference or because he thinks he knows it all. Just what I am trying to tell you now is very well expressed by Kipling when he wrote: "I keep six honest serving men (they taught me all I know) their names are 'What' and 'Why' and 'When' and 'How' and 'Where' and 'Who.'"

And now that I have told you what is wrong with the commercial graduate (perhaps) and pointed out the remedy (also perhaps) I am going to take advantage of this opportunity to tell you what I think of the great body of women and men, as represented by yourselves, who are devoting their lives to educational matters in this country today. I am a product of the school that houses in this building, the dear old Baltimore City College, but I am going to take advantage of my privilege and decline to tell you my class year. I am grateful to my Alma Mater and proud of the thousands of good men it has turned out in its many years of existence; but I feel that all this gratitude and pride is based on the devotion and self denial of you women and men who have helped and are still helping to make America the best educated nation the world has ever known. The little Red School House on the hill has accomplished more, much more, for civilization than all the weapons ever drawn in cause of strife and I would feel prouder to be called the principal of this school or of any little country district school than to have the laurel wreath of a victorious general hung about my neck. And you, ladies and gentlemen, deserve and I believe receive the heart-felt gratitude of all humanity for the valiant and successful efforts you are making for greater human happiness and intelligence; and a higher tribute than this I cannot conceive. It has been a privilege to address you and I thank you for your attention.

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## EDUCATIONAL AND VOCATIONAL GUIDANCE SECTION

Baltimore, Maryland, October 25, 1929

The annual meeting of the Maryland Educational and Vocational Guidance Association was held this day in conjunction with the Maryland State Teachers' Association at the Baltimore City College. The president, Miss M. Caroline Coe, presided. There were forty-five persons present.

Announcements were read from the bulletin of the Maryland State Teachers' Association. Following this the speaker, Dr. Franklin J. Keller, principal of the East Side Continuation School of New York City, was introduced. He spoke on "Worldly Wisdom for Courageous Counsellors." Dr. Keller said that besides certain academic requirements, the counselor should have a knowledge of this changing world and its occupations, should know something of employment psychology, testing and the pupils attitude toward honest dealing, and should have actual experience in some job.

The secretary's report was read and accepted. The treasurer's report was read and accepted also. The president then called for the report of the nominating committee, the chairman of which presented the following nominations for officers for the coming year:

President, Miss Edna E. Watson.

Vice-president, Miss Mary T. McCurley.

Secretary, Miss Helen E. Gans.

Treasurer, Mr. Irwin D. Medinger.

The motion was made and seconded that the report of the nominating committee be accepted and that the secretary be instructed to cast the ballot. The motion was carried.

A folder of the Scholarship Plan, which had been prepared by the executive committee, was distributed to all present and explained by the secretary.

Miss Watson, the newly elected president, made a short speech in acceptance of the office, following which a motion was made and seconded to adjourn. The motion was carried.

GRACE C. GROVE, Secretary.

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## ENGLISH SECTION

Professor George P. Krapp, of Columbia University, discussed "Finding Oneself in English." His theme may be stated thus: "I am convinced that the great problems of the teacher of English in the secondary school all center about the spoken word, that the school room in which one hears teacher and pupils conversing with each other intelligently, interestingly and politely exemplifies the best that can be done in English, whether one thinks merely of the school or of the world at large." He declared that "the teacher of English has the task of bringing students to a realization of, first, a sense of the past in the language, second, a sense of power in the language, and third, a sense for the language as something actually living in the present."

More than two hundred persons were present. No election of officers was held, as they are regularly elected in April.

FRANCIS A. LITZ

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## GRAMMAR SECTION

Friday, October 25, 1929—3.15 P. M.

Chairman—Miss Ruth DeVore, Westminster, Maryland

Secretary—Miss Bessie M. Brown, Salisbury, Maryland

The meeting of the Grammar Section of the Maryland State Teachers' Association was held Friday afternoon, October 25, 1929, at 3.15 P. M. at the Clifton Park Junior High School.

The meeting was called to order by the chairman, Miss Ruth DeVore. The minutes of the previous meeting were read and approved. The chairman next proceeded with the election of officers. It was suggested that our organization follow the policy of keeping in close touch with the needs

of the class room teacher and that our section be a means through which teachers express themselves. For this reason, class room teachers were nominated which resulted in the election of Miss Vallietta Holtz, of Frederick, Chairman, and Miss Edna Devilbis, of Mt. Airy, Maryland, Secretary.

In accordance with the program the meeting was divided into two sections for the consideration of the topic, "Desirable Outcome from the Study of History and Geography." The first section was presided over by Mr. Carleton E. Douglas, Assistant Superintendent of Schools, Baltimore, Maryland, who introduced the speakers. Miss Lena Van Bibber, Head of the Department of History of the Towson State Normal School gave a very clear and forceful talk on "The Desirable Attitudes and Appreciations from the study of History." Mr. E. Curt Walther, head of the Department of Geography, Towson State Normal School, spoke on "Desirable Attitudes and Appreciations from the Study of Geography," giving a very inspiring and broadening message.

The second section of the meeting presided over by the president, Miss Ruth DeVore, discussed skills and habits as a part of the main topic, "Desirable Outcomes." Miss Ida Belle Wilson, Head of the Department of Social Sciences, Salisbury State Normal School, presented "Skills and Habits to be Formed Through the Study of History," a topic most ably handled. This was followed by a strong presentation of "Skills and Abilities to be Gained Through the Study of Geography," by Mr. Ivan C. Diehl, Head of Department of Geography, Frostburg State Normal School.

A summary of the thought of the two meetings may be expressed in the words of Mr. Walther that the points of view of both subjects, history and geography are necessary for the enrichment of life, and that the common ground is found in the experience of the child, his attitudes and appreciations.

BESSIE M. BROWN, Secretary

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## SKILLS AND ABILITIES TO BE GAINED THROUGH THE STUDY OF GEOGRAPHY

Madam Chairman, Fellow Teachers, and Guests:

I am very happy to appear before this section of the Maryland State Teachers' Association to discuss some of the things which necessarily must or should be of interest to all intermediate teachers.

The subject on which I have been asked to speak is "Skills and Abilities to be Gained Through a Study of Geography." No doubt you realize that this subject has tremendous possibilities. I could use the entire time allotted to me in merely enumerating these skills and abilities and then ask for an extension in time so that I might continue. In preference to that, however, I have decided to discuss as fully as possible, skills and abilities

resulting from one phase of the work which, I feel, is most dominant in this modern and complex age.

There was a time when one used to speak of the "four corners of the earth." Today, none such exist. The whole world is being laid open as if it were a mere book. New and improved means of transportation and communication have made this possible.

We are living in a marvelous age. Indeed, we are fortunate to be living in the age when the last outpost of civilization is being explored and opened to the world at large. I refer to the gigantic task that Commander Byrd and his men are undertaking in opening up the continent of Antarctica in the South Polar Region. But, you may ask, what has this to do with skills and abilities to be gained through a study of geography. Just this, neither you nor I can be there to enjoy the experience that he and his men are enjoying in reality. Yet there is nothing to prevent you and me from enjoying these experiences, and from living them vicariously through reading the newspaper and magazine articles, by listening in on the radio dispatches, and through the use of that most indispensible of all tools, the map, that treasure-house of geography.

How to use, read and interpret maps, then, is the theme of my talk. Never before in the history of the world has there been such a demand on the ability to read and interpret maps as exists today. I dare say that not a day passes but what one finds one, two or three maps in the daily newspaper alone. In one Sunday edition, not long ago, I counted nine of them. Each has its own story to tell and each tells it in a clear and unmistakable manner. I believe that Miss Rose B. Clark was right when she said, "A map is a shorthand method of locating and describing places." 1 But that is not all. Maps constitute a part of the language of geography and therefore the child must learn to read maps; then he will read to learn that which the text book alone does not and cannot convey.

In examining a text book in geography which was published during the middle of the last century, I found that the author, in his preface, stated something to this effect: "I have purposely refrained from including in my book maps and pictures as they may divert the mind of the child from that body of subject matter for which the book was intended." How different the viewpoint today! How different the text books! Maps have not played as important a part in our lives as they should have. The World War, probably more than any other one thing, opened up a new avenue of interest in maps. Dust-laden atlases were literally dug up out of the ruins of the attic; elementary geographies were brought forth from places of seclusion and day after day maps were published in the newspapers so that the reader might be able to understand more intelligently. In other words, there was a felt need for maps and a felt need for learning how to use, read and interpret them. Geographers, educators, and cartographers seized

this opportunity to make maps play a more vital role in the lives of those whom they were guiding.

Today, modern geographies are fairly saturated with maps—physical, temperature, seasonal rainfall, vegetation, product, natural resources, density of population, political and so on ad infinitum. But are we using them? Are we using them as they should be used? Are we using them to the extent to which they might profitably be used? Are we getting from them all of the possible information to be obtained? Are we getting from them relationships, the essence of geography? To be sure, maps do have a locational value, but to use them for that purpose and that purpose only is reverting to the aim of the old geography.

Before getting into a discussion of how to use a map, let us see what a map actually is. I have already quoted Miss Clark on this point. The definitions suggested by others are varied and many. To me, a map is a complex mass of symbolism all of which must be properly interpreted if it is to be intelligently understood.

The problem, then, confronting one is, how shall one use this tool? The manner in which one will go about to use it will depend to a great degree on the experiences which the child has had with similar tools in the lower grades. How often has a child in the intermediate grades, with no preliminary preparation or earlier experiences, found himself confronted by that piece of material which has had the name of "map" attached to it? What is his reaction to it? He is speechless, completely overwhelmed because the situation is so totally new. Now why? It is simply because he has never seen his living in relation to a given environment expressed upon a map of his own community. "Home geography is the key by means of which the meaning of the physical map as a representation of the dwelling place of a people is unlocked." 2

It seems to me, then, that a burden of no little weight rests upon the primary teacher. The development of the idea of a map should begin through the making of maps, crude as they may be, of the excursions which the class has taken. This could well be followed by having each child make a map of his own desk and represent the articles thereon. Succeeding exercises will serve to show areas of increasing size; the school room, the floor plan of the school house, the school grounds, and finally the community. By means of this gradual development there will come to be an increasing accumulation of symbolism all of which the child understands perfectly because it was he who decided on that which should be used to represent a given thing or place. Thus, he will learn that a map stands for something real. He will learn to make an association between the symbols and the real things. He will grow to the extent that "he can come to the map with interpretation ideas instead of symbol ideas. He will soon catch the trick of seeing through the symbol to the thought behind the symbol, and that is real map reading." 3

Heretofore, no attempt had been made to build up the conception of a map as an actual part of the surface of the earth. With a foundation firmly laid in the primary grades, the child is prepared to face the physical map of his own state, the United States, North America, or any other region with a view of seeking relationships, and with a view of understanding, visualizing and drawing conclusions regarding the conditions under which people are living in those regions. He will have profited by having studied the home region and learned to interpret the symbols of its physical map.

The physical map could well be made the basis of much problem work. Descriptive geography is a thing of the past. The child no longer is interested in the fact that things "are because they are." His interest is tied up in the "why" and in seeking the "why." The physical map has much to contribute, for example, he reads in his text book, that the western portion of our country is sparsely populated. By referring to the physical map, he will get some help which will enable him to understand why. Again, he discovers that the chief port of southern France has grown up not at the mouth of the Rhone River, where he would expect it, but some twenty-five miles to the east. How can this be explained? Again, what can be learned about Africa from a study of the physical map that will help to solve the problem? Bolivia lies in the tropics, yet it has a cool climate. Why? If no other map other than the physical is available, the child can, with the proper guidance arrive at conclusions that are reasonably correct.

One must be careful, however, to think not in terms of the physical map alone. Elementary text books today are well supplied with a variety of maps—physical, temperature, rainfall, product, natural resources, transportation, etc. These maps could well be made the point of departure for most of the work done in geography. All of these he must use in attempting to solve his problem. Should he arrive at conclusions by inference, he should verify them by consulting these maps and others. All of these he must use in relation to the physical map if he is to correctly interpret and understand life in a given region.

As a result of this training, the child will soon learn that he can read from a map more than may be found in the printed material in his text book; he will learn that he can get a given amount of information in less time by reading maps than it would take him to seek it in a text book; and he will learn that when like sets of geographic conditions exist, the people will be following like occupations.

"Maps in geography teaching are after all the living parts of geography and generalizations which the children work out for themselves in their comparative and interpretive map studies is geographic material that will long remain with them."4

1 Rose B. Clark—Unit Studies in Geography
2 Harold Fairbanks—Real Geography and its place in the schools
3 Rose B. Clark—Unit Studies in Geography
4 A. E. Parkins—Map Interpretation

## SKILLS AND HABITS TO BE FORMED THROUGH THE STUDY OF HISTORY

As I survey the audience this afternoon I think of a meeting I attended a short time ago. The afternoon was warm and late, the audience was tired and restless. The speaker advanced to the platform, opened his watch with much gusto and announced, "Ladies, I'm sure you are all wondering how long I'm going to talk. I wish to say that my remarks will be like the new fall styles, long enough to cover the subject, but short enough to be interesting."

Today I have tried to profit by his example, you will be the judge as to whether or not it is accomplished.

The subject which your chairman asked me to discuss today was, "What desired skills and habits may be formed through the study of history." In order to attempt to answer that question we must first mention the scope and function of history itself.

How history is of many types and kinds. That most commonly taught in the schools of the past was of the political-military-type—it fairly clashed with swords and bristled with dates, many of us sympathize with the poet who plaintively said,

> "My mind lets go of many things,
> Like dates of wars and births of kings."

So as our first step in our tussle with the problems of the afternoon let us consider that when we say history we mean social history. The history of institutions and inventions, of art and artisans, of customs and costume; the lives of the common people and the geniuses of peaceful progress as well as the diaries of kings and the campaigns of conquerors.

Now, granted that you accept the scope of history as being the record of man's achievement on earth, we immediately ask ourselves this question, of what value is it to children to know this achievement record.

To me, the values are most boundless, but then you know, I'm a history teacher and of course I'd feel that way. We each claim for our own pet subjects all the virtues in the calendar. But however we may differ as to the sum total of its values, I'm sure we'll all agree upon one, History widens the horizon of the student.

History and its twin brother geography are the great eye-openers of the intellectual world. In history a child may travel on a magic carpet with Joseph into Egypt, with David to Jersualem, with Alexander to Babylon, and with Caesar to Gaul. He may tread the pathless forest with Daniel Boone, and shoot buffaloes on the plains with Kit Carson. He may hear the solemn tones of Lincoln at Gettysburg, and see the tears on Robert Lee's cheeks when he bade goodby to his soldiers at Appomatox.

Truly history widens one's horizon.

But what else does it do?

Well, for one thing it gives us points of social contact. What do you talk about when you meet a stranger? Somewhere you have been, some place you have seen, some question in which you have a common interest.

What marks an educated person? Why the nature and extent of his social and intellectual experiences, for social contacts depends upon people knowing the same things.

Sometimes history teachers feel that this task of extending the social contacts of some pupils is well nigh hopeless, as witness this gem—In a certain select boarding school a small group of young ladies were being instructed by an earnest tutor in the glories of Renaissance architecture. There was rapt attention, and the tutor paused and leveling his finger at the fattest member of the group said, "Now Miss Blank, what makes the Tower of Pisa lean?" "I don't know," said Miss Blank solemnly, "If I did, I'd take some."

But I must hasten on. A third thing that history should do for us is to make us keen observers; observers of man's records in the past, of man's progress in the present, of man's possibilities in the future. To the ignorant motorist the Appian Way is a bumpy old road, but to the student of history each stone speaks of the countless feet that have trod that way before. A few days ago there occurred in Europe a corner-stone laying, which ceremony I should like to have seen. It was the corner-stone of the League of Nations building in Geneva. Is this a symbol of man's present progress? I think so.

Yes, you say, all these values of history are true, but how may they be realized? How may we so teach history that it will widen the student's horizon, give him points of social contact, and make him a keen observer of men and things?

The answer is easy. By developing in him certain desirable skills and habits.

Right here I should like to say as did a good old friend in Dickens, "Now this is an important principle, a very important principle, but the importance of it are in the application on it, which are none of my business."

But, fortunately or otherwise, it is my business, and I should say that the first point in the application of this principle is to develop in history students the current events or newspaper habit.

Now, it may seem a strange thing that I mention this as first in importance, but I have a reason for so doing. We Americans read a great deal, but despite Book-of-the-Month Clubs and kindred organization the bulk of our reading is not in books, but in newspaper and magazines. Many folk never read a book after they leave school, hence it is especially important that correct newspaper habits be formed in school. This job is largely the work of the history teachers. How shall we do it? Of course you all know the formula, current events and bulletin boards and short talks in morning exercises. Well and good but we must not stop there. We must connect

the history in our text books with the world's happenings. Only in this way may the dead past be made real. Present colonial history thru the recent "birthday of Baltimore," as the Baltimore Book said. "Beyond this page you'll find the age, that's pleasant to recall." Make it pleasant for your students to recall, if you could not see the pageants, clip the pictures, the news items, the interesting comments and compare them with the pictures and comments on colonial life in the history book. By all means let the children make a colonial scrapbook, stage a colonial play or make a colonial poster.

One of my former students told me that she was introducing the Revolutionary War by Premier MacDonald's visit,—Can't you see the possibilities of such a thing.

Another way to develop an interest in current history is thru cartoons. Some of the very best historical sources are found in the cartoons of the period and children enjoy making them for historic happenings as well as for current events. That little book of Dan'l Knowlton's "Making History Graphic" recognizes the value of the historical cartoon as a teaching device.

Of course we use the bulletin board for current events, and for pictures relative to whatever unit of history we may be teaching, but are we always satisfied with the type of material which our students bring in. Right here is the rub, unsupervised material is chaos, and strict supervision takes so much teacher time. Why not work out with a class standards for judging worthwhile bulletin boards, have a contest over a period of time, with different committees working each week, this can be a very live and worthwhile class project. It works for I've tried it.

So in such ways I should endeavor to develop proper newspaper habits in my students, first read, then select; then apply to history, then develop standards for selection of worthwhile material.

Another habit which the study of history should develop is that of suspended judgment or as some have termed it, the supported evidence habit. To be sure this habit has its foundations in knowledge, but so do most habits for that matter. Many Europeans have said that the greatest fault of Americans as a whole is that we jump to conclusions too quickly. We make our decisions unsupported by evidence or at least on unsufficient evidence, and that therefore many of our legal and political actions are half-baked, hasty and ill-advised. There's enough truth in that charge to make us squirm, and if we expect the next generation to do better than we as legislators and politicians, it's up to us to train them.

Ask the children controversial questions, ones on which there is much printed evidence, pro and con. Give them access to as many reference books as you possibly can, and accept no unsupported statements from them. Use source material as much as possible, have several write opinions from a different single source, and then compare these comments.

Stir children to action by giving challenging statements such as, "Was Sec'y Seward justified in paying so much for his ice box."

Use authenticated photographs as historical evidence, Brady's Pictorial History of the Civil War is invaluable in this respect.

Miss Kelty's book on the teaching of history is especially good in helping to develop the habit of suspended judgment; she lists parallel readings, pictures, sources, etc., for material, suggests devices for their use, and gives tests which call for reasoning and judgment to a very marked degree.

A third most desirable habit is that of historic observation. In this the development of certain skills plays a most important part. It is said that we remember 1-10 of what we hear, 5-10 of what we see, and 9-10 of what we do. Acting upon this suggestion every good teacher has her students do certain things, make some historical medieval castle, Lincoln's log cabin, or an ivory soap Greek temple. She also has historic dramatization. These are most effective when the children write the lines from sources, and make their own costumes from pictures and plates of the period. When a child once makes a Grecian costume he will recognize it afterward and will be deeply interested in seeing and collecting such pictures. Right here I want to mention a certain type of bulletin board material which calls for considerable skill in doing. It is this. I call it the "influence of" corner in my bulletin board. For instance the influence of the Greeks, let us say upon modern advertising, we have Hercules tires, Venus pencils, Minerva yarn; upon modern architecture, we find samples of the different Grecian orders in modern buildings and compare them to old temples, etc. Older students can do very fine work along this line.

We need to develop historic observation, not only in our reading, but in our travels, as well. We should know the legends of our countryside, and the historic spots in one's community. He who travels knowing naught of history misses 9-10 of the pleasure, he who travels in the light of history brings pleasure not only to himself but to many others.

A short time ago two of my students attended the national boys and girls club fair in Mass. Upon their return I asked if they had a nice trip and one girl said, "Oh yes, but I got a little tired of the speeches and things." The other girl said, "Well, I had a grand time, I saw so many things, things I had heard of and read of before; I was specially thrilled with the Vermont exhibit which was called "inspiration." It was a building of white marble showing all the different styles of architecture from Greece to the present day. I so enjoyed finding all the different periods. Truly it was an inspiration." She was right, it was an inspiration to her in her study, to me in my teaching, for the temples which we teachers build are often hard to see, but their worth is known.

## BUILDING A TEMPLE

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said as they saw its beauty
"It shall never know decay,
Great is thy skill, O builder:
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care,
Planning each arch with patience,
Laying each stone with prayer.
None praised her unceasing efforts,
None knew of her wondrous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Is a child's immortal soul.

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## DESIRABLE ATTITUDES AND APPRECIATIONS TO BE GAINED FROM THE STUDY OF HISTORY

According to Morrison, who has become so very popular of late in educational circles, before one considers presenting any unit of history to one's class, one must deal with the question, "Why am I Teaching This? What desirable changes is this unit calculated to bring about in children?" And if one cannot get a vision—if one does not see clearly the relationship between the subject matter of the unit and the child in his environment it would seem that one should not attempt to teach that unit.

To illustrate Morrison's meaning as to the treatment of a unit in history let us consider the following unit:

The Middle Ages—Transition to Modern Civilization

1. The Dark Ages:
   a. Teutonic invasions
   b. Rise of the Franks
   c. Empire of Charlemagne
   d. Invasion of the Northmen
2. Medieval life and civilization
   a. Feudalism—lord and peasant; feudal contract; chivalry
   b. The Church—Pope and clergy; monastic orders; Church Councils and Courts; Church as a social center
   c. The Rise of Towns—commerce

It will be seen that in the above outline many details are given, but Morrison says, quite truly, that while one may have pupils live intensively and in great detail a period of the Middle Ages, it is not for the purpose of remembering these details, but rather, to bring about a general comprehension of the period of history under consideration. To recall the exact names of the Frankish kings, or the routes taken by the Teutonic tribes, is not the important thing—it is not the objective that controls your method of approach or your presentation. These things, says Morrison, are not important to remember. What is important and immensely so, is for the modern man to acquire a comprehension of what the destruction of organized society means, and to realize that the slow process of restoration requires many centuries.

If one takes Morrison's point of view then, the essential thing is to know well the goal and to direct your teaching so as to reach it. Otherwise, your teaching will be in vain. This is, of course, an idealistic point of view. When occasionally I receive from a student in response to my query, "Why do we teach such and such a unit?" "Because it is in the course of study," I realize that it will become necessary for him to evaluate for himself that course of study before he is capable of teaching its units.

It is interesting to remember, in the light of its growing importance, that history, as a school subject, is one of the latest comers into the course of study. At first, it was necessary for teachers of history to defend its position in the school curriculum but in recent years a change has come, and the true significance and function of the social studies is being felt by the educational world. This change has been due to two conditions. First, the fact that we are living in a rapidly changing civilization and more and more are coming to realize the need to understand that civilization. Second, the new psychology, which greatly influences educational tendencies, reveals the value of the social sciences in explaining the changing world.

Education today endeavors to analyze the individual and his needs in relation to his complicated and ever-changing environment in which he finds himself. This environment, the schools are beginning to realize, can be understood through and by a careful study of the natural and social sciences that explain that environment. Through the study of history the child gets some explanation of those steps by means of which the institutions with

which he is familiar came to be what they are. Each teaching unit, therefore, of history should be so planned and so taught as to bring about this understanding, not only of our world as we see it, but of the process by which it came to be as it is, and furthermore, it should be taught in such a manner that an illumination will be cast on the future. Thus, says Johnson, does history do for us what no other study can attempt to do. The skin-clad Teutons in their rude assemblies clashing their javelins on their shields may seem very remote to us today, but their struggle for personal liberty has left its mark on our present civilization. The long ago athlete crowned at Marathon with his parsley wreath is directly, though distantly, joined to customs and standards of a day three thousand years removed from his time.

As Dr. Robinson expresses it by means of history we come to recognize "The important fact that every human institution, every generally accepted idea, every important invention is but the summation of long lines of progress." It thus becomes our province as elementary school teachers of history to discover whether our method of teaching history does these things. It creates in children the growing realization

(a) that our present life is a heritage of all ages.

(b) that our institutions, ideas, inventions, have come to be what they are, only through the process of gradual change, and that these changes are continuing.

(c) That the things that make up our comfortable and convenient lives have been bought with a price in terms of human sacrifice and effort, and that we are the beneficiaries of the struggles, countless, unknown men and women.

In other words our long goal is to bring about in the minds of our pupils the conception of a changing world, a world where the present and past remain intimately connected, and also to bring to them a feeling of gratitude for this past and a responsibility for the future.

The above are indeed the large goals toward which the teacher of history must direct her thoughts. But, as Professor Johnson tells us, there are certain by-products of our teaching which we have a right to expect, if our methods are to be effective. Let us enumerate these:

a. An enduring interest in history, in historical people and places, in historical reading, perhaps, even in historical research.

b. Habits of balanced judgment, of postponed conclusions, awaiting all the evidence, demanding to know the truth.

c. As a result of the above, an enlightened and constructive patriotism and citizenship.

d. And a sense of a world community, expressed in a more neighborly attitude toward the people of other lands.

Let us consider these by-products of history teaching, one by one. The

first of these, as listed above, is of great importance. It imposes upon us, as history teachers in the elementary school, a grave reponsibility. As everyone knows first impressions are lasting. This fact is continually brought to my mind through contact with our Normal School students. Many of these acknowledge a strong distaste for history, and on investigation it is learned that poor teaching in the elementary has bred this distaste. Professor Johnson, whose success both as a teacher and a teacher of teachers, makes a point that history suitable for elementary school children must be concrete history, since children are sense-minded—that is, impressions must be of such vividness as to create mental pictures.

As children grow older they should be encouraged to read historical books. Today there are on the market many interesting and excellent historical readers that have been produced with the idea of appealing to the interests of children. To arouse in our pupils a permanent interest in historical literature is to endow them with a source of unending delight for leisure hours. To create enduring interest in history one can present to pupils historical problems of a nature suitable to their intellectual level. These problems may be so graded as to encourage methods of research and to bring intellectual satisfaction in their solving. A new feeling toward their history work will be the result of presenting to your classes such fascinating project as puppet shows, the building of medieval castle, the production of historical pageant, the making of a community map. These methods will repay the extra effort that they entail on the teacher, by making history a living interest.

The second point in our "desirable outcomes" of history teaching is to produce in children the habit of suspending judgment, that is, of waiting until all the evidence is in, before deciding wherein the truth lies. No part of children's training is of such vital moment as inducing in them the practice of balancing judgment. On one occasion I was present at a lesson taught by one of our best teachers of elementary grades. The lesson concerned the issues of the Civil War. The discussion was most lively. The children were alert. They were ranged on the side of the North or the South. As assertions were made, they were quickly challenged by members of the opposing side. Each child rendered his opinion with great freedom. Each contradicted the other, but in no case was an authority cited to substantiate either an affirmative or a negative statement. A child would say, "John said that more men were killed in the battle on the Southern side than on the Northern side. I don't think he is right. There were more men killed on the Northern side." Occasionally a child would say, "My father says the Northern soldiers were much braver than the Southern ones."

When the lesson was over I asked the teacher if she did not believe that even children in the 5th grade might be expected or even required to support statements, especially when contradicting someone else's assertion. She

however, did not agree with me, and held that it would be a waste of time to expect such a laborious practice to be pursued. On the other hand, I have seen second grade children so trained that they would bring books to prove any statement made by them.

Again, the habit of seeing arguments on all sides needs cultivation. The use of debates has been advanced as a method of bringing this desirable habit into common use. However, I consider debates as very doubtful means by which this may be brought about. For elementary school children to be encouraged to take one side of a controversial question and endeavor to prove that side right and the other side wrong, has a tendency to produce a one-sided method of approach. Even high school students having once engaged whole-heartedly in a debate will find themselves inclined henceforth to seek arguments to prove the validity of the points held by their side. It is possible that debates conducted on a different line where each individual prepared arguments to prove each side of the question would tend to produce fair-mindedness in the debaters.

Our third point is that good history teaching should produce an enlightened and constructive patriotism. Devotion to one's country may assume different guises. One may be a partisan, one may see only one side of the controversy, one may decide in advance and before investigation that no matter what takes place his side will always be right, one may glory in the belief that everything in one's country must be of necessity, bigger, better, more righteous than all of the rest of the world put together. Chip on shoulder, spread eagle patriotism is of this type. The attitude of the teacher, her methods and goals, all of these tend to produce patriotism of this kind.

A second type of patriot loves his country just as much and even more, but he has the experience and ability that sets up an ideal to which he would have his country attain. This one studies his country, her possibilities, her lacks, her needs. He compares his country and her ways of doing things with other lands. He asks the question, "wherein may my country improve its accomplishments?" He takes into consideration not tangible things alone, not merely wealth or renown, but he thinks of social justice for all the citizens of his land. He thinks of the preservation of the beauty of his country. He strives to know why the crime record of his native land exceeds that of other people. In other matters he does his part to bring up all of these standards. Thus he shows his love. Moreover, he faces the question as to what part his country plays as a member of a world community. Because he a student of history, not only of his own country, but that of other peoples, he is capable of holding enlightened views, impartial views.

In the hands of the teacher lies the power so to teach history as to induce in his pupils the one kind of patriotism or the other. Shall he present his subject in a manner to blind his children to a sense of their duty as citizens? The answer to this question lies with you.

Closely related to the above is the attitude that our pupils shall have toward people of other lands. Understanding other nations, their history, their institutions, their contribution to civilization will have a tendency to wipe out a sense of bigotry and narrow nationalism. But again the responsibility lies with the class room teacher, his own sense of responsibility, his own enlightenment, and his own fair-mindedness. A teacher who feels that other peoples are "queer" simply because they are different, who permits himself the privilege of disliking this nationality and that will not be able to hide his feelings nor to train children to a proper understanding of other nations.

To summarize this paper the first important consideration in the teaching of history is to formulate for one's self objectives and goals. These objectives are first of a general nature. History is taught for the purpose of creating in children a realization of the continuity of life, of the debt that our present world owes to the efforts made in the past, and of our responsibility for the future. Second, there are four possible by-products which good history teaching should produce in our children: First, an enduring interest in history; second, historical mindedness; third, an enlightened patriotism, and fourth, a sense of a world community. Last of all I will remind you that the objectives of the teacher should bring about in her a realization of the value of good methods directed toward the building up in children desirable growth and good citizenship.

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## HISTORY SECTION

### CITY COLLEGE—October 25, 1929

The History Teachers' Association of Maryland held its fall meeting in connection with the Maryland State Teachers' Association at the Auditorium of the Baltimore City College, Friday afternoon, October 25, 1929.

The president, Mr. Golder, presided at the meeting and Dr. Weglein gave a short address of welcome after which Dr. Latane of the Johns Hopkins University introduced Dr. Ricardo J. Alfaro, Minister to the United States from Panama.

Dr. Alfaro spoke with great sincerity and earnestness on "Some Phases of Pan-American Relations." He traced the history of the "Pan-American Idea"—the joint action for the consideration and solution of common problems—and then showed in how many ways our interests are bound up with those of Latin America, financially, economically and for our common welfare.

He ended with an impressive plea for justice and good will. "Since God has made us neighbors, let Justice make us friends."

This is one of the largest meetings the Association has had and the Association is very grateful to Dr. Alfaro for his excellent address.

HELEN S. MILLER, Secretary

## HOME ECONOMICS SECTION

The Home Economics Section of the Maryland State Teachers' Association was called to order by Edna Engle, of Baltimore, who is chairman of the section. The business meeting was omitted because the time was needed for our two excellent speakers.

Respectfully submitted,

ELISABETH AMERY

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## A CHILD DEVELOPMENT PROGRAM FOR HIGH SCHOOLS

Agnes Tilson, Ph. D., Specialist in Parental Education, Merrill-Palmer School, Detroit, Michigan

In the last research bulletin of the N. E. A. "Vitalizing the High School Curriculum" the authors suggest that the general aim of child development and parental education courses in high schools is to teach the right attitude toward child life and motherhood and an appreciation of child development; and the more specific aim is to teach the care of children in the present environment of the girl. But since I am thinking of child development and parental education for both boys and girls, the general aim is to develop the right attitude toward child life and parenthood and an appreciation of child development, and the more specific aim is to teach child care to girls and boys in their present environment. In other words, we wish high school students to have both the right attitude toward and behavior with children. The more we learn about children the better able we are to help them to be healthy, happy, efficient and socially adjusted individuals and the more we learn about children, the better associated with children we become.

Let us consider what children have a right to expect of us as older individuals either as adults or high school students.

1. Children have a right for a feeling of security, in other words, a standard which is substantial and can be depended upon. We should give the same kind of response today for the same behavior. Avoid laughing today and punishing tomorrow for the child making a face or shaking his fist at us. (Consistency of behavior.)

Children deserve a feeling of security about standards of dress, manners, sleep, food, elimination. If they are permitted to run around the house until noon in their nightgown one day and are dressed before breakfast the second day, they have no basis for knowing what is going to happen about being dressed the third day. Furthermore, if a small child who is supposed to be on a three hour feeding schedule is fed at two and one half hours one time and three and one half hours another, he has no way of judging whether he will be cared for or neglected. The body responds to regularity both physiologically and psychologically. The child not only grows better, but he also has a better disposition.

Regularity builds the child's confidence in older children, adults and his environment.

A child has the right to expect people in authority over him to agree on discipline. If there is disagreement the child is confused and is often mistaken for a nervous child. Older boys and girls as well as adults are often very thoughtless about teasing children. Teasing never adds to the happiness and good behavior of children.

A child has a right to expect older children and adults to be examples or patterns of behavior for his imitation.

A child's feeling of security is enhanced by firmness, by that I mean firmness tempered with gentleness and patience. If some behavior is essential we should stay by until it is accomplished—and not be side-tracked by either the clever or disagreeable behavior of the child. If children are able to side-track adults from essentials they are likely not to face reality, but expect by clever or disagreeable behavior to set their own standards.

A feeling of security is enhanced by a feeling of justice—justice in decisions, punishments, etc. If decisions are made with the welfare of the child and others in mind, the child will soon be able to contrast them with hit and miss decisions. Just punishments are not resented but accepted.

Furthermore, it is necessary to understand the approximate abilities of children at different ages. We may expect too much or too little from them —one is as unfair as the other.

Let us keep in mind that it is difficult for small children to adjust to many personalities. One child brought to our habit clinic had had five nurse-maids in twenty months—to say nothing of a mother, father and several adoring uncles and aunts. Do you wonder he was a behavior problem?

Probably no one thing gives a child a greater feeling of security than love. Children may not understand the reason for decisions, but if there is a feeling of love as well as justice there is a feeling of security.

2. In addition to a feeling of security let us emphasize to high school students that children have a right for the truth.

1. Children learn by asking questions and if they are not told the truth, they have no basis for actions in a similar situation.
2. Falsehoods teach children to mistrust adults. When confidence is gone, one of the most desirable relationships is gone. Cooperation and understanding are impossible. The parent-child relationship, teacher-child relationship, nurse-child relationship becomes a battle of wits to see which side can win out.
3. Children have the right for the truth from us in order to have an example to follow. It does little good to tell six year old Johnnie to be truthful then step on the street car and declare he is less than five years old. Let us remember that most of our moral standards are "caught and not taught."

3. Children have a right for self expression. A right for freedom, but with this freedom, self-control. Freedom in so far as it does not impose on the rights and comforts of others. A child should have the opportunity to do things for himself.

Feed himself, dress himself, make a choice of garments within range of course. Play with his toys in his own way.

Children should be provided with materials for educational purposes—not merely to keep him quiet. Think how much we adults enjoy going up and down department store aisles handling filmy scarfs, purses, etc. How much more pleasure a child gets from handling objects for he is learning how heavy, how light, how soft, how hard, how fuzzy, how smooth they are. A child should not only have the right to make his plans but also to carry them through. One shy little nursery school child last year worked thirty minutes in order to get four dolls put to bed in one bed and not have their heads covered. Suppose an adult had interfered? Would she have had the thrill of achievement which she had? Children should be given an opportunity to work out their problems. Give assistance if necessary, but let them do the solving. Not long ago I was walking near where I live when I saw a small boy and girl struggling with the tongue of their wagon. I at once saw that the bolt had dropped out. I had stooped over to adjust it for them when I caught myself. I stayed with them and after a few suggestions, they were able to mend it themselves.

Our whole aim must be to develop versus break will of children in life situations.

4. Furthermore, children have a right for response to their efforts. Come see what I have made after a block boat is finished. This tendency is not peculiar to children. We can scarcely wait to pull the bastings before we show our new dress to some friend whom we feel sure will approve. Children are eager to please. This together with their plasticity and suggestibility makes it easy to lead and train children. They need older children and adults for encouragement, interpreters and guides for behavior.

Let us keep in mind our aims are to make healthy, happy, efficient and socially adjusted individuals.

"Spare the rod and spoil the child" is being replaced by understand the child and adjust his environment for security, truth, self expression with self control and response to his efforts.

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## HOME ECONOMICS IN A CHANGING WORLD

Cora M. Winchell, Prof. Household Arts Education, Teachers College, Columbia University, N. Y.

(Digest of address before the Maryland State Home Economics Association, October 25, 1929.)

It will be agreed that changes are in process in the world about us, but the extent of the effect of those changes cannot be measured until they lie behind us and we can look backward. We are conscious of changing ideas and points of view in religion, art, music and literature; in the activities of science in the control of physical laws for the needs of man; in educational theory and practice and in home living and home-making ideals and activities; but the extent and permanence of these seeming changes cannot at present be foretold. It is only by the backward look that the significance of the changes can be determined.

To the teacher of home economics and to the home-maker, all change is pertinent; but the changes in education and in the life of the home are of peculiar import, if she is to adapt her work to the needs of the individual today.

Among the changes in education which are significant to the home economist are the emphasis upon the individual and his development; the introduction into all education of life situations and activities which once seemed the province of home economics; and the interrelationship of content in the curriculum in terms of unitary rather than subject organization.

Home living and home-making present such porblems as the adjustment of the family to smaller living quarters; the extension of woman's interests into the community; the changing purchasing power of the dollar; the place of home activities in the education of the growing family members; and the emphasis upon the home as an environment for the best development and expression of each member of the family group.

The complexity of modern living results in the constant need for the exercise of judgment—the making of choices. This creates a demand for knowledge of basic qualities of foods, textiles, home selection and house furnishings; for an intelligent basis for choosing among recreational facilities, and for the various uses of energy, time and money. It necessitates education in determining the fundamentals of home life and in managing one's time in such a way that the essentials of home life may be maintained under the stress and strain of modern living.

All education, under the gospel of vitalization of the curriculum, is contributing to this education; and this is as it should be, for in the home of today all family members share in the process of home-making; and only through such a general program can the needs of the changing home in a changing world be met.

What, then, is the part of home economics education? First, to interweave the facts of science, art, mathematics and the social sciences, as they are taught individually in terms of life situations, and to focus them upon the problem of living in the family group; second, to teach such skills and activities as will enable the family group to maintain the best home life under present conditions; and third, to train the boy and girl, the man and the

woman, to make intelligent choices and decisions in the direction and management of life as it is lived in the home of today.

## INDUSTRIAL SECTION

The annual meeting of the Industrial Branch of the Maryland State Teachers' Association was called to order at 3.15 P. M. on Friday, October 25, 1929; in room 207, Baltimore City College, Mr. William K. Yocum presiding.

The president opened the meeting with a few remarks on the year's work and then introduced the following speakers:

First—Mr. C. F. Kleinfelter, special agent for the Federal Board who substituted for Mr. J. C. Wright, Director, Federal Board for Vocational Education, Washington, D. C., and his subject, "Efficiency in Vocational Education," illustrated with lantern slides.

Second—Mr. A. B. Anderson, Supervisor for Trades and Industrial Education, Department of Public Instruction, State of Delaware, and his subject, "Co-operative Training and the New Apprenticeship."

Third—Mr. Andrew Melby, Instructor in Printing, Forest Park High School, and his subject, "Job Analysis in the Junior High School."

After the above addresses, the minutes of the previous meeting were signed by the president but not read due to lack of time.

The annual election of officers followed in which,

Mr. Allan Robinson, Principal, Ottmar Mergenthaler, School of Printing, Baltimore, Md., was elected president.

Mr. William K. Yocum, Forest Park High School, was elected vice-president.

Mr. Hugh Wilson, was re-elected Secretary-Treasurer.

New business—It was moved and seconded that a committee of five be appointed by the president, to consider the advisability of dividing the Industrial Section into two branches, the Industrial Arts and the Vocational. The motion was made so that more suitable speakers could be arranged for each branch.

The meeting then adjourned.

Number present, 103. Balance in hand at end of year 1929, $22.00.

HUGH WILSON, Secretary

## KINDERGARTEN-PRIMARY SECTION

MONTEBELLO SCHOOL, Friday, October 25

Chairman—Miss Mary Lilly, Ellicott City, Md.

Secretary—Miss Virginia Watts, 32 S. Fulton Ave., Baltimore, Md.

The Kindergarten-Primary Section of the Maryland State Teachers' As-

sociation met Friday, October 25, 1929 at 3.15 P. M. in the Auditorium of Montebello School, Baltimore, Maryland. The meeting was opened by Miss Marguerite L. Schmidtman, Chairman. The minutes of last year's meeting were read and approved.

The topic for the meeting was an Activities Program in which teachers of today are especially interested. The Kindergarten Band of Montebello School delightfully entertained us. This demonstrated an important activity in the curriculum of today.

The first speaker was Miss Anna D. Halberg, Principal of Wilson Normal School, Washington, D. C. Her subject was "Creative Experiences as the Outcome of Educational Activities." She said that as we are all living in a creative age, the school must be the instrument and meet the need of every form of life in the community especially the growing need for creative experiences. Miss Halberg gave some examples of creative experiences being carried on by the children at her school showing how they were meeting the social, physical, scientific, emotional and ethical needs of the children and students. By living through experiences in school, there will be not a loosing of personality but a disintegration, literally loosing oneself to find oneself.

Miss Pauline Rutledge, Maryland State Normal School was the second speaker. Her subject was "The Place of Fundamentals in an Activity Program." She said that the question is to know what the fundamentals really are. If we consider the child's attitudes, appreciations, and ideals are we ignorng the 3 R's? How could his attitudes be right and not get facts, information and knowledge? That today we are considering first things first, in the traditional school we put the 3 R's first, now the 3 H's—Head, Heart, Hand. Our aim is to have him live richly and fully today, and not store up knowledge for what he may need. An activities program does not sacrifice skills. We have evidence that the children of today excel in the 3 R's. We are using the 3 R's more than ever now that we are called upon to know children and subject matter better than before. Formal periods are not done away with but are given when the need arises. All this means looking at education as an adventure and living with children as a glorious privilege.

There were approximately 800 present.

At the conclusion of the program Miss Mary Lilly was appointed Chairman, and Miss Virginia Watts, Secretary, for the meeting of the Primary-Kindergarten Section of the Maryland State Teachers' Association in 1930.

HELEN G. TILGHMAN, Secretary

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## LIBRARY SECTION

### CITY COLLEGE, October 25

The Library Conference of the Public Library Advisory Commission was held in conjunction with the Maryland Library Association, in the City College, on the afternoon of the 25th of October, with Dr. Joseph H. Apple,

BYRON J. GRIMES
PRESIDENT-ELECT

President, in the chair, the secretary, Mrs. M. A. Newell and the majority of the members in attendance. The President of the Library Association, Miss Eleanor W. Falley and most of the officers of the Association were present. Miss Mildred Pope of Girard College, Philadelphia, spoke on "School Libraries;" Miss Elizabeth Bevier, Assistant Editor of Harcourt, Breese & Co., New York, on "Books," and Dr. J. F. Wyer, Director of the New York Public Library on "Books vs Battles." The meeting was interesting and profitable, and was well attended.

The officers of the Commission are: President, Dr. Joseph H. Apple, Frederick; secretary and treasurer, Mrs. M. A. Newell, Baltimore; Mrs. Otho S. Lee, Bel Air; Miss Mary E. Shearn, Annapolis; Mr. Joseph L. Wheeler, Pratt Library; Mr. John P. Ahern, Millington; Mr. R. H. Lee Reich, La Plata; State Director of Public Libraries, Miss Adelene J. Pratt; assistant, Miss Naomi Johnson; librarians, Miss Billinglea, Miss Cockey.

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## PARENT-TEACHER SECTION

### MONTEBELLO SCHOOL

A demonstration of a Child Study Group was arranged by Mrs. T. J. Carruthers, Maryland State Normal School, Salisbury, on Friday, October 25th, 1929 at the Montebello School on Harford Ave.

The mothers of School No. 86, Payson and Mulberry Sts., demonstrated before a group of thirty people, among which were thirteen mothers, seven teachers and others interested in how a group was handled.

Mrs. Burton E. Oppenheimer, leader of the demonstrating group, spoke on "Disciplne and Obedience." The points stressed by Mrs. Oppenheimer were as follows:

That in order to obtain obedience we must establish our authority and retain our children's confidence in us, first by

1—Regularity of routine in early childhood.

2—Consistency in nature of our demands making them reasonable and just.

3—Using a firm but not shrill tone of voice.

4—Considering the child's viewpoint, before exacting obedience.

5—Limiting our commands to the fewest possible and necessary ones.

6—Avoiding occasions for conflict when possible but not shirking insistence upon obedience when necessity arises.

In conclusion, Mrs. Oppenheimer said, "we should deal out punishment promptly and calmly, the method to be followed being left to our own ingenuity, governed by our knowledge of the individual child." The aim of disciplining of children is to enable them to conform to every day standards of

living and eventually to form judgments for themselves so that they may take their part in life successfully as adults.

Respectfully submitted,

MRS. ALBERT C. KUNKEL

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## MUSIC SECTION

CITY COLLEGE, October 25, 1929—3.15 P. M.

The meeting was called to order by the chairman, Miss M. Frances Jackman. Due to the inability to have the song slides, group singing as planned for the program was omitted.

The chairman then called upon Mr. Denues, of Baltimore, to introduce the speaker of the afternoon, Dr. Will Earhart, of Pittsburgh, Pa.

The following report of Dr Earhart's address is from notes taken in long hand while he was speaking.

In deference to the chairman's request Dr. Earhart spoke of the Lausanne Conference before beginning his talk on Music in Education.

In reporting the Lausanne Conference Dr. Earhart spoke of his visit to English schools, paying tribute to Dr. Percy Buck, advisor to the London Council. Dr. Buck is at once a scholar, a philosopher and a rightly trained musician; yet a man who works for what would seem to any American a pitifully poor salary. In the main, English teachers represent a riper musical education than do those of America, and yet receive less pay than Americans do. English school singing is characterized by a high grade of musical understanding, and fine vocal work. As most of the songs are in unison, they are able to make use of a more important type of music than if they followed the American plan of part singing. When singing in unison, children may sing more difficult intervals than when they sing in parts. The American plan of singing in parts from the sixth grade or so demands comparatively simple music in so far as intervals are concerned. Even so, Dr. Earhart sympathizes with the American viewpoint in desiring part singing.

Dr. Earhart witnessed some of the work of Jacques Dalcroze both with children and with older students. Eurythmics, as Dalcroze teaches them, are a help and a subsidiary to musical expression; they are not a necessary approach to music. With the children eurythmics were an organization of the whole nature. The mature students showed tremendous powers of concentration, listening to a long phrase improvised by the master, then repeating it while listening to the next, and making few if any mistakes. If the race might come under the influence of Jacques Dalcroze it would gain in poise.

Dr. Earhart began his address on music in Education, by saying that he is disinclined to accept the idea of the sharp clearage between leisure and work in our lives as such an attitude makes for a disintegration of personality. He protests also against the attendant idea held by many that music is for leis-

ure time. We must feel that all life is right, he says, there must be no sense of unreality. Music does not pass out of mind, and the effect of music does not cease the moment sound dies.

This is a machine age. Rational intellect formed on matter exists for the purpose of manipulating matter. However the big emotions and experiences of life are not matters of intellect but of intuition. Birth, love, death are not governed by the intellect; man is moved in these by intuition. Socrates said "Joy is unrepentant pleasure." Dr. Withers says, "Joy is modifying environment for pleasure." But man, instead of stopping to enjoy the modified environment, becomes so interested in modifying it that he no longer enjoys. Science applied to industry is the keynote of the modern age, but science leaves out the human element. Civilization should not be judged by what man can produce but by the kind of man produced. Tests and measurements have become almost immoral. We measure the child for what he can do, not for what he shall become.

Music is for the purpose of enriching the human being, of putting him into communication with things idealistic, thus developing a condition of aesthetic repose. We have a fine psychology of intellect but a poor one of feeling. Consider what happens in an aesthetic state. After a beautiful concert, after the last note, who has not stood, gathered his wraps in an abstracted frame of mind and gone to the street outside feeling the world gradually descend upon him? Thus having had the aesthetic experience the indivdual comes down to the earth, a descent from communion with the unearthly, supreme perfection, and beauty, to mundane things. "Beauty and perfection are not lost to the world!" After the exaltation of the concert the individual is conscious of his own narrow personality. There is psychological ground for calling art unselfish. Science means analysis, disintegration. Art is synthesis and integration.

Our souls recoil when we see the effect of a teacher's malpractice with children because those children are not specifically endowed. There is nothing in our contracts to the effect that we are to teach the Lord's Anointed, rather it is our job to take the "run of the mine," as it is said in Pittsburgh and help them to develop to the full their possibilities.

Music consists of the three phases, material, form and expression. The first of these three, which is tone, through rhythm and other things is cast into form. Tone is only sensory in effect, no intelligence is required of us to hear beautiful tone; it invades and subjugates us like perfume. Beauty to be compelling must be pervasive. There is no possibility of disregarding the sensory. Beauty for the child, for the unsophisticated, is the simple. What musician could think of a fine melody in the vesture of ugly tones?

The way to form must be prepared by the sensory experience. A little child is in the sensory stage. It is easy to train a child to love beautiful sounds or tone. You may sing "Carolina Moon" in a raucous voice, and it doesn't matter so much, it is about all it deserves, or you may play jazz on a

piano that is out of tune, the piano's tinniness only making the whole effect more jazzy; but not so with Chopin or any beautiful melody. Who could conceive "Sweet and Low" in harsh strident tones?

When you teach, do you try to interest the little child in beautiful tone or do you feel that you have to drag him through a song at once? It is the child's tendency to wander, not to be in a literal world. He runs to the end of the rainbow, he is living out of his imagination. The child is a real artist. He is not practical. Then we attempt to teach a child music by bringing him down to words about what he sees about him, or what he saw on the way to school—a robin for instance; or we ask him to listen to a long piece and make a few actions to the music.

"Feed the child on tone and simple songs!"

Following Dr. Earhart's address, the chairman gave the announcements sent to the sectional chairmen, and called attention to the concert for the evening by the All-Maryland High School Orchestra and the Baltimore City High School chorus.

Opportunity for discussion was given. Two questions were asked, "What is the difference between the quality of music in England and America?" and "What is the philosophy of music education in the Junior High School?" Dr. Earhart replied very briefly to each question being unable to elaborate his viewpoint because of the late hour.

The chairman then turned the meeting over to the chairman of the nominating committee, Miss Cline, of Baltimore City, who proposed the names for president and secretary. The candidate for secretary withdrew and Miss Cline was nominated from the floor. Ballot was taken with the result that Mr. Charles C. T. Stull, Supervisor of Music in Frederick county, was elected president and Miss Cline, of Baltimore City, secretary for the ensuing year.

The meeting was adjourned.

ELMA PRICKETT, Sec'y.

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## PHYSICAL EDUCATION

### BALTIMORE CITY COLLEGE, ALUMNI ROOM

President—Dr. William Burdick, Baltimore

Friday, October 25, 1929; 3.15 P. M.

"Epilepsy"—By Dr. Lawson Wilkins, in charge of the Epileptic Children, Harriet Lane Clinic, Johns Hopkins Hospital.

"Pageant Film."

"The Handicapped Child"—By J. E. W. Wallin, Ph. D., Director of Special Education, Baltimore City Public Schools.

"Tendencies of Girls' Athletics in Maryland"—By Miss Hope Godwin, Helping Leader of Girls' Activities, Playground Athletic League.

## TENDENCIES OF GIRLS' ATHLETICS IN MARYLAND

MISS HOPE GODWIN

The facts in this paper have been collected, mostly from the history and statistics of the State Department of Physical Education and in a very small part from experience, collected with the object of a definite survey for everyone present of the growth of the girls activities and the changes in the type of these activities during the past ten years or so.

Since the establishment of a State Department of Physical Education the work throughout the state has been accomplished through the medium of the Playground Athletic League, under the direction of Dr. William Burdick. The system in Maryland is unique in that it enjoys a distinction throughout the United States of being the oldest state having an active program with definite aims, objectives, organization, administration and the greatest participation per capita of school population. The activities of this program are based on the needs of the individual and contain an idea of progression.

Dr. Heatherington says, "Character is a system of action traits." If activity is, as Dr. George Strayer says, the only means of general education, then through activity we develop character and socialized human beings. Activity accomplishes this end by the exercise and development of certain primary instincts. Facts show that the best field of activity lies in physical education.

Dr. Jesse Williams says, "Physical Education seeks a procedure that provides skill, control and aspirations as outgrowth of activities whch in themselves are desirable ends and satisfying to human interests and desires."

Maryland has developed and is developing such a program for girls in mass activity, where as Agnes Wayman well expresses it, "A game for every girl and every girl in a game."

The activities are chosen for their conformity with the structural, physiological and social traits of girls rather than based on boys' programs, which precedent is still rather widespread today. It is interesting to note that the Women's Division of the National Amateur Athletic Federation whose platform is based on this same idea, still publishes in the yearly book of rule, Track and Field events, but they are gradually shifting. The trend of the Maryland program is entirely away from this old type of track and field events.

One of the reasons why the old type of track and field program is fast being discarded is because it has not led up to adult satisfaction and needs.

The Maryland state program is based on activities which after being learned can be replayed, without actual supervision, under the most simple governing conditions and the least possible equipment. Why teach a child to play something that he or she can only engage in one hour a week when a teacher is present?

In 1916 the State Department of Physical Education created the first

bronze badge test, patterned in a small measure after the tests of the Playground Recreation Association of America. This test was composed of three events—walking the balance bean, leg raising from a horizontal bar (or tree), and an overhead dodge ball throw of 25 feet. The first year 1,519 girls took the test and out of this number 882 passed and received small bronze pins as a token of accomplishment. In 1917 the second test for silver was added and in 1918 the third for gold, each test more difficult than the preceding. It became necessary to have further tests for those who had attained all three (it being possible to work for and pass one test a year). So the fourth, or super gold test, was added, the insignia being in the form of a gold bar with the year inscribed on it. Each year a new event is added to his last test. The number of girls who worked for and pass the badge tests in Maryland has grown so, until now we have from the small number of 1,519 who tried in 1916, the large number 14,012 who tried in 1928. Out of this number 4,504 succeeded in passing the tests as opposed to 882 in 1916. It is now possible for every school child in Maryland, whether her home be in the mountains of Allegany or the remotest part of the Eastern Shore, to work for something which is both a standard and a healthful activity.

County meets are another interesting development of the work in Maryland. The program of these meets is no doubt, very well known to most of you. Teams of boys and girls from every school in the county come to the appointed place by bus, machine or afoot and engage in tournaments for the glory of the school. Smaller schools play smaller schools and larger ones, larger. It is possible for every child to play on a team or compete in the badge tests, and the crowd of spectators who interestedly clamor on the side line is composed, not of individuals who should be actively engaged in the excitement, but of parents, teachers, grandmothers who are too stiff to throw a dodge ball 25 feet, or grandfathers who are too old to run 60 yards in 9 seconds. They are, however, never too old to watch the development of girls and boys with enthusiasm. Winners are picked at each respective county meet and these winners in turn compete (for the most part, as not all are sent) at the final State Meet in Baltimore where State Championships are established.

This system of inter-county and later, State, not only reflects loyalty to the school, but also to the county and later leads to State, and we hope, to national feeling. The boys and girls make outside contacts, see other systems of playing, get new ideas and develop ambitions to do things. Competition under these desirable conditions forces children to face the facts and not the fantasies of life. Problems must be worked out and solved. Games and activities can stimulate response but leadership determines the quality of that response and what the ultimate products shall be. School teachers all over Maryland are helping supervise these activities, which is only possible by the means of the simple, yet effective system, in use. Children are guided in play and responsibility developed so that when problems arise during their play

periods outside of supervision, they are capable of governing themselves and working out their own difficulties. Every game has situations similar to those which arise in daily life. One of the great faults of us teachers today is that we very seldom make any provision for further activity outside our own class time. With the increase of the "doers" it is necessary to have a great amount of organization. Squads are one solution—intra-class and section tournaments another. Activities possible to engage in without the presence of an official, another.

One of the most popular games in Maryland is Dodge Ball. The first Dodge Ball Tournaments were started in 1916. In 1918 one hundred and thirty teams of 1,380 girls played in official tournaments, this is not inclusive of the many others who probably participated in their own school tournaments. In 1920 there were 267 teams and more than 2,000 players. In 1923 the number of players leaped by bounds to 3,904 and in 1924 there were 329 teams and 4,060 players. The past year, 1928, shows a great increase.

Field Dodge Ball, which is just as popular as Dodge Ball among the one and two room schools, for which it was started in 1920, is also on the increase.

Statistics show that more girls engage in team games than in individual events; probably for good many reasons. An individual event contains little of the social element which satisfies our gregarious instinct. An individual event has also less action, usually it will be either arm or leg. But a team event will be both, with plenty of action and joyous playing mixed in.

Flag Relay, another elementary school event which is also played at the county meets, is not as popular as Dodge Ball, but it has its own advocates. The chief reasons for the difference lies, I believe, in the fact that children can more readily engage in Dodge Ball. Only a ball and some players are needed. Flag Relay takes a bit more of equipment and organization and is not as definite as Dodge Ball. One player may start too soon or use two hands, whereas Dodge Ball, a player hit is a player hit and no longer rates that inning.

Of course, in places where there is an instructor in Physical Education this program is supplemented with other games and activities.

The high school events at these meets are Run and Catch Relay, Obstacle Relay, Volley Ball. Of these, Volley Ball is the most popular. In 1920 there were 37 volley ball teams in the various counties. In 1925 there were 132 teams and 1,467 players. In 1928 there were 151 teams and 1,667 players entered. Out of these teams were sifted first, county champions, and then as a climax, State Championship teams.

Of the tournaments played outside the county meets at other times during the year, there is Basket Ball for the winter season and Field Ball for the fall. There are Basket Ball Tournaments in every county where it is possible for them to play, i. e., for those who are fortunate enough to possess gymnasiums. However, everyone does have a field of some description—

even if it be only a cow pasture, and so field ball has reached the climax of its career in Maryland.

For the past nine years, up to 1928, the game has been taught in the schools of the State. There were intra-school, then inter-school, then inter-county tournaments. In 1924 there were 54 teams and 648 players in the counties. In 1928 there were 102 teams and 1,627 players. Then, as a culmination of the years of fundamental grounding in 1928 a state tournament was played. Here, if I may take just a few moments I would like to read a few paragraphs from the write up of Miss Ethel Bowers, Consultant Girls' and Women's Programs, Playground Recreation Association of America, concerning the final Field Ball game played down on the Eastern Shore last fall.

"These girls and this Playground Athletic League were undertaking the impossible, so the outsider thought, but neither time nor tide nor the Pennsylvania railroad could have kept this Doubting Thomas from seeing for herself state competition for girls. Then came the most interesting part of the whole day, and the proof of the wisdom of the Playground Athletic League Director in building fifteen years before he permitted a state championship game for girls. As soon as the whistle was blown which ended the game, the conglomerate mass of girls in red and black and green and blue, resolved into two homogeneous circles and gave a cheer for the other team. The visitor expected this but held her breath for the next move, then gave an exclamation of pleasure. Like two rivers of brightly colored waters meeting and mingling, those two groups of girls actually ran to each other and stood there arm in arm, reds and greens, winners and losers, chatting as if they had always known one another. While they were comparing notes on the game, the custodian of awards of the Playground Athletic League came up with her cards, pencils and medals. Each girl filled out a card with her name, address, school, age and event and handed it in. Then the two teams lined up behind their captains, and each girl received her medal. These were all the same, except that the winners had a gold bar attached with the figure of a girl throwing a basketball on it, the losers, a similar bar in silver. The substitutes received the same medal in bronze. The winning team was presented with the new ball that was used in the game, and the first state championship contest for the girls of Maryland was over . . . While resting we wondered how such a miracle as a perfectly successful state competition for girls could have been accomplished. So we asked Dr. Burdick. As we have said, this is the culmination of fifteen years of education for competition. Games were played in the schools, and then with nearby schools for years before a county meet was held. For many more years a broad intramural program of games lead up to a percentage tournament for county champions. This year the consent of seventeen out of twenty-one County School Superintendents was received, sanctioning a state tournament for girls' field ball. The remaining four were either not yet prepared to permit their girls to enter or could not possibly have a county meet. So with the

consent of the State Superintendent of Education and with the sanction of a large majority of County Superintendents, the intra-mural field ball games were played during September, the percentage of tournaments in the counties in October, and then Maryland was ready to watch the progress of the State Championship. As soon as the county champions were decided, the leading teams of each county met their nearest neighbor. Having played the first round, the second and further rounds were continued until Western Shore and Eastern Shore Champions were decided early in December."

This type of game is the top of the ladder of which the first rung is intra-school, the next inter-school, inter-county and so on up. Field Ball is an excellent game for girls as it contains all the elements necessary to make the game enjoyable—running, throwing, aiming, guarding, timing and team work and requires no equipment, except a ball.

Of the other sports such as hockey, soccer, fencing, sprint ball, archery, the history has not been as hopeful.

Hockey because it is costly is little in use throughout the state except among the private schools and city schools where a level grass field is accessible.

Archery and fencing have been inaugurated but thrive slowly, perhaps for reasons unknown, or the following—Archery, like hockey, needs expensive equipment and a location, utilizes only the arms and the eye and has no social element. The slow growth of fencing has perhaps the same difficulties standing in its path.

Soccer which had a brief year of trial in Baltimore county a few years ago, did not prove successful. This may have been due to lack of sufficient time or to the fact that girls are incapable of kicking a great distance and hence, bunch together and so miss the element of team work and fun. I once heard that a Director of Physical Education once said of the failure of soccer, that girls did not like to play soccer because the boys were really good performers at it and it made their best efforts seem very mediocre as compared to the boys' game.

Sprint Ball, a popular game in Baltimore City, has never been very widely introduced in the counties. It is a spring game and in the spring the counties are busily engaged with tournaments and events leading up to their county meets.

The Indoor Carnivals each year are another interesting event. Since there has been no model to follow in the organization or administration of large numbers in competition indoors Maryland has a unique experience in the great numbers that participate in activities. From the first carnival many things were learned, and each succeeding carnival has brought greater numbers of girls participating and new problems to be solved.

The old theory in athletics was that events just had to be timed, but at the first meeting of the carnival officials the general opinion was that the girls were not interested in their time and each year (although for a matter

of record we do time) we have waited for a girl or team to ask what her time was and how it compared with other years, in vain.

We have definitely learned that 1,005 participated in individual events. That 1,060 participated in relays, and that 2,327 participated in team events.

We also learned that girls are good sports, although opinion throughout the country is still greatly to the contrary. Outside of an occasional misunderstanding we have never had a serious dispute in handling events for thousands of girls. It is probably due to the fact that in Baltimore the women officials, who help out with the carnival, the majority of whom are from the public schools of Baltimore, have developed an excellent officiating technique.

County carnivals are becoming part of the county school program for promoting better understanding and wider social experiences for their girls. This year there will be six county carnivals, not including the Baltimore City carnival.

Altogether, the people of Maryland may well feel that they have an active physical education program which is trying and in a great measure succeeding, in making athletics count for the social good of its people.

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## DEPARTMENT OF SECONDARY EDUCATION

Howard A. Kinhart, President

Raymond S. Hyson, Secretary

The regular meeting of the Secondary Department of the Maryland State Teachers' Association was held in the City College, Baltimore, Md., on Friday afternoon, October 25th. The regular business meeting was held. The secretary's report showed a balance of $76.40.

The meeting continued under the auspices of the Johns Hopkins University. Dr. Joseph A. Ames before introducing the speaker, paid a splendid tribute to the late Dr. Edward F. Buchner. Dr. Ames said that it was through the efforts of Dr. Buchner that these meetings were made possible, and that public education in Maryland has lost a sincere friend and ardent supporter. Dr. Ames also made the announcement that not a single graduate of the public high schools of Maryland who entered Hopkins last year has been dropped because of low marks. This he accredited to the fact that there has been a splendid cooperation between the High School principals and the university, and also to the high standards established by the State Department of Education.

Dr. Ames then introduced the speaker for the afternoon—Dr. Ferris.

After Dr. Ferris' address Mr Edward G. Stapleton, Principal of Sparks High School led the group in the round table discussion.

The election of officers followed. Mr. Walter Pyle was elected president. Miss P. M. Hutton, Randallstown, Secretary.

The department of Secondary Education desires to express their appreciation to the Johns Hopkins University for providing this program for which they are very grateful.

Respectfully submitted,
RAYMOND S. HYSON, Secretary.

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## SOME CURRICULUM PROBLEMS OF THE SMALL HIGH SCHOOL (OUTLINE)

1 Introduction:

Scope of discussion, four year high schools enrolling 100 or fewer pupils. a) constitute over 60% of high schools in U. S., 58% of high schools of Maryland, 58% of those of Ohio, 47% of those of Pennsylvania, and 20% of those in California, noted for centralization of secondary education.

In a transition period in sec. ed due to:

a) increase in period of compulsory ed. and growing popularity of sec. ed. and results in growing heterogenity of pupil population.

b) changes in theory and practices in sec. school.

c) development of a new and sounder philosophy of sec. ed, and a new interpretation of its functions:

—developing a sec. school accepting responsibility of providing educational opportunities suitable for all occupatonal, economic, social and intellectual levels,

—suitable training of all normal pupils through differentiation rather than elimination of less capable.

Most difficult curriculum problems in all high schools grown out of the broader conception of sec. ed. and its responsibilities.

Especally difficult of solution in small high schools.

2 Problems to be dscussed with reference to small high school:

1) What should be the character of the program of studies and its organization into curriculums to meet most effectively within limitations of small high school present day needs?

2) To what extent and in what ways should curriculum be adapted to the community?

3) How can the curriculum be made an instrument of educational and vocational guidance?

4) What can be done to ensure desirable revision and reorganization of the curriculum as changes in needs take place?

5) How can the maximum curriculum offering be given with maximum economy and effectiveness?

3 Discussion of problems:

**Problem 1.** The answer depends largely upon conception of aims and functions of sec. ed.

a) practically all studies of curriculum of small high school conclude that it lacks balance, is highly traditional, fails to meet demands either of modern society or variant needs of pupils.

—only 10 to 12 of those who enter small high school go to college or university and only 22 to 25 continue their education in any type of higher institution of learning out of each 100 entering.

—largest percentages of non-graduates enter commercial, industrial agricultural and tranpostational occupations.

—really meeting functionally the needs of less than 25% of pupils.

Assuming as sound the new conception of sec. ed. the answer to our problem must be approached from angles of pupil and needs of modern society.

1) from standpoint of developmental needs of pupils every high school should offer work of three types:

a) health and physical education,

b) work primarily concerned with intellectual processes,

c) work giving emphasis to motor or manual elements suitable for exercise and development of motor skills and coordinations of mind and muscle, as in practical and fine arts.

No program of studies adequate that does not offer these three types of learning materials.

2) from standpoint of any modern analytical statement of educational objectives as Cardinal Principles or Bobbitt's list of major objectives have another angle of approach:

a) Every school should have in its program subjects representing each of these objectives,

b) every curriculum for special groups of pupils should be so selected and organized as to develop pupil in direction of each of the objectives.

Hence it follows that:

a) first subjects to be given place should be those having significant values for all pupils—those promotive of traits and qualities making for individual and social adjustment in activities and responsibilities of modern life as met by large mass of people.

—these subjects become the constants for all curriculums and added to the group variables designed to meet needs of special groups of pupils and the free electives form the differentiated curriculums of the school.

b) impossible to give final list of such constants, should probably be such subjects as English, community civics, American history and government, elementary economics and sociology, the study of occupations, general mathematics, general science, physical education and health, and perhaps one year of Manual Arts for boys, and home arts and science for girls unless taken in elementary school.

c) would not include foreign language, Ancient history or algebra and geometry as special subjects.

Second responsibility of small high school to meet so far as possible differentiated needs of major interest and vocational groups of pupils to the extent possible without impairing its efficiency in meeting common needs.

—should differentiate at all times in the directions ensuring the serving of largest number.

—where completely developed differentiated curriculums are not feasible should offer sequential groups of variables satisfying in part needs of special groups.

—Not always sound in face of urgency of needs that every small high school meet college entrance requirements.

—where it is necessary to meet these requirements, the minimum number of subjects of that type should be offered, as but one foreign language, two years of mathematics, etc.

Problem 2. Adaptation to local community:

a) generally agreed that there should be adaptation to local needs

b) should be three kinds of adaptation:

1) adaptation in types of differentiated curriculums offered, particularly in vocational work,

2) adaptations to meet definite lacks or deficiencies in the community where these are such as to place handicap upon boys and girls in their understanding and appreciation of modern life:

—examples, health education, music, occupational information, etc.

3) adaptation in content of different subjects to utilize educational resources of community and experience background of pupils:

—tying up subjects in school through illustration and application with problems, activities, institutions, etc., of community,

—needs to be worked out for all subjects as it is in some vocational subjects though not to same degree,

—whole problem of adaptation depends for solution upon analytical surveys of patronage areas of small high schools.

Problem 3. How to make curriculum an instrument of educational and vocational guidance:

a) for first two years curriculums should possess characteristic of extensity, guarantee pupil wide and varied educational experiences and give opportunity for exploration and testing interests and aptitudes as basis for selection and concentration in last two years.

—accomplished through subjects broad in scope as general science, general mathematics, prevocational agriculture, etc., also by short units of exploratory work or combination of two methods.

b) give emphasis in first two years to those subjects having large immediate and intrinsic values,

c) delaying to last two years subjects of value to special groups of pupils

d) emphasis in first years particularly to relationships between subjects in school and life out of school through problems and projects leading out into local and current affairs,

e) adaptations within each subject to differences in ability.

f) definite study of occupations to increase the pupil's knowledge of occupational opportunities, ability and training required, etc.

Problem 4. How to provide for frequent revision and re-evaluation of curriculums and curriculum materials:

a) teachers ordinarily uninformed and unskilled in curriculum building.

b) this porblem must be met for small high school if it is to render the service it should,

c) partial answer to be found in greater emphasis upon curriculum building in teacher training,

d) adequate answer must be sought in training of teachers in service,

e) Seems possible through state-wide organization of curriculum committees to develop and keep up to date suggestive syllable or courses of study as general guides for teachers in small high schools,

—these schools provide for desirable community adaptation; local adaptation must be accomplished locally.

f) possible solution of problem dividing state into regions on basis of similarity of communities in each region,

—within each region organize principals and teachers into co-operative curriculum committees to study pupil population, community activities and needs, and educational lacks and resources,

—these committees be responsible for working out adaptations desirable for schools of region,

—this plan would bring many teachers into work of curriculum building and ensure mort intelligent use of curriculum content in the classroom.

Problem 5. How to offer maximum program of studies with maximum effectiveness:

a) fundamental ways not usually immediately practicable or possible:

—centralize sec. education by consolidating groups of small high schools where means of transportation are good,

—employment of teachers of special subjects for a group of neighboring small high schools where the number of pupils in each school is so small as not to justify a full time instructor,

—Each school in a group of neighboring small high schools give particular attention in last two years to some particular curriculum and the other schools sending pupils interested to that school for a year or two,

—reorganizing the school on six year plan.

b) plans more immediately feasible in most schools:

—alteration of subjects through carefully planned odd and even year cycles,

—programs of work carefully developed for a number of years,

—offer certain electives every other year.

—development of courses for superior pupils for independent study under guidance of a sympathetic, well trained teacher.

—program of studies and curriculums organized according to policy presented in discussion of problem 1.

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## VOCATIONAL EDUCATION ASSOCIATION

Minutes of Meeting, October 25, 1929

The annual banquet meeting of the Maryland Vocational Education Association was held at the Emerson Hotel at 6 o'clock on October 25, with 237 members and guests present.

Mr. Riley S. Williamson, President of the Association was toastmaster. Dr. Franklin J. Keller, Principal of the East Side Continuation School of New York City, was the chief speaker and after being introduced by Mr. Charles W. Sylvester, gave an interesting and inspiring talk on his work and the problems connected with it. The chief message was that unlimited human interest and sympathy is needed for all school work and especially in Continuation work.

There were two entertainment features. A snappy skit was presented by a group from the Girls' Vocational School, in which the girls wore original costumes of the M. V. E. A. colors and sang songs composed especially for the occasion. The Rangers' Male Quartet, of which one of our members, William J. Apsley, is the baritone, rendered several splendid selections. Both features were forced to answer encores.

### Business Meeting

The president, Mr. Riley S. Williamson, presided. The minutes of the previous meeting and the treasurer's report were read and approved. The following delegates to the A. V. A. were appointed: Miss Elisabeth Amery, Mr. John J. Seidel, Mr. H. F. Cotterman, Mr. Charles W. Sylvester and Dr. J. D. Blackwell (ex officio).

The president expressed the pleasure of the Association in receiving $20.81 from the Industrial Teachers' Club, now disorganized.

The Nominating Committee, composed of Mr. Martin M. Hihn, Chairman, Mr. John J. Seidel and Mr. Irwin Neidlinger, submitted the following list of officers for 1929-30:

President—Mr. Clyde B. Edgeworth, Supervisor of Commercial Education, Carrollton and Lafayette, Baltimore.

Vice-president—Miss Nora Stoll, Guidance Counselor (No. 91 School).

Secretary-Treasurer—Miss Elisabeth Amery, State Supervisor of Home Economics Education, 2014 Lexington Bldg., Baltimore.

Motion was made and carried that the Secretary cast a unanimous ballot for the ticket.

Meeting adjourned.

Respectfully submitted,
ELISABETH AMERY, Secretary

## STANDING COMMITTEES FOR 1930

(Appointed by the President, Charles W. Sylvester)

**Educational Progress:**

Dr. John L. Stenquist, Baltimore
W. C. Phillips, Ellicott City
Miss Lida Lee Toll, Towson
Mary A. Adams
C. H. Cordry, Salisbury

**Resolutions:**

C. L. Kopp, Cumberland
Norman Clark, Baltimore
Miss Ida Belle Wilson, Md State Normal School, Salisbury

**Auditing:**

Dr. E. J. Becker, Baltimore
Raymond Hyson, Reisterstown
Walter Huffington, Baltimore

**Credentials:**

J. H. Scheratto, Baltimore
R. F. Cromwell, Upper Marlboro
E. Guy Stapleton.

**Legislation:**

W. J. Holloway, Salisbury
G. L. Palmer, Frederick
Mrs. H. E. Parkhurst, Baltimore
Nicholas Orem,
Dr. Angelo Broening.

**Teacher's Pensions:**

E. W. Broome, Superintendent, Rockville
M. S. H. Unger, Superintendent, Westminster
T. G. Bennett, Superintendent, Centreville
E. W. Pruitt, Superintendent, Princess Anne
David E. Weglein, Supt. of Baltimore City Schools, Baltimore

**N. E. A. Home:**

Joseph Blair, Principal, Sparrows Point
Grace Kramer, Bureau of Measurements, Baltimore

# OFFICERS
# MARYLAND STATE TEACHERS' ASSOCIATION AND AFFILIATED DEPARTMENTS FOR 1930
## MARYLAND STATE TEACHERS' ASSOCIATION

President.....Byron J. Grimes, Co. Supt of Education, Hagerstown

First Vice-President.....Charles W. Sylvester, Director Division Vocational Education, Baltimore

Second Vice-president.....Howard Kinhart, Principal H. S., Annapolis

Treasurer.....Dr. R. Berryman, Principal Gwynn's Falls Jr. H. S., Baltimore

Secretary.....Walter H. Davis, Principal H. S., Havre de Grace

**Executive Committee:**

Byron J. Grimes, President.
Charles W. Sylvester, Vice-President.
Clarence G. Cooper, Supt. Schools, Towson, 1929-30.
Mrs. Margaret Upham, Cumberland, 1928-31.
Dr. Samuel M. North, State H. S. Supervisor, 1929-32.

## AFFILIATED DEPARTMENTS

**Agriculture:**
Donald Watkins, President, Mt. Airy.
L. E. Taylor, Secretary, Centreville.

**Art:**
Walter R. Gale, Chairman, City College, Baltimore.

**Classical:**
Dr. W. P. Mustard, President, Johns Hopkins Univ., Baltimore.
Miss Hattie J. Adams, Secretary, Western H. S., Baltimore.

**Commercial:**
S. M. Kanady, President, City College, Baltimore.
Mrs. Hammond Barnes, Secretary, Westminster.

**Educational and Vocational Guidance:**
Miss Edna E. Watson, Chairman, Clifton Park Jr. H. S., Baltimore
Miss Helen E. Gans, Secretary, Jr. H. S., No. 47, Baltimore.

**English:**

Dr. Francis A. Litz, Chairman, Johns Hopkins University.
Miss Augusta Klotz, Secretary, Baltimore.

**Grammar:**

Miss Valielta Holtz, Chairman, Frederick.
Miss Edna DeVilbis, Secretary, Mt. Airy.

**History:**

Arch Golder, Chairman, Baltimore.
Miss Helen Miller, Secretary, Eastern H. S., Baltimore.

**Home Economics:**

Miss Edna Engle, Chairman.
Miss Elisabeth Amery, Secretary, State Dept. of Education, Baltimore.

**Industrial:**

Allan Robinson, President, School of Printing, Baltimore.
Hugh Wilson, Secretary, School 76, Baltimore.

**Library:**

Dr. J. H. Apple, Chairman, Hood College.
Mrs. M. A. Newell, Secretary, 6 E. Read St., Baltimore.

**Music:**

Chas. C. T. Stull, Chairman, Supervisor of Music, Frederick.
Miss Julia Cline, Secretary, Adm. Bldg. Annex, Baltimore.

**Parent-Teachers:**

Mrs. Harry E. Parkhurst, President, 1410 Park Ave., Baltimore.
Mrs. Thos. J. Norman, Secretary, 4203 Fernhill Ave., Baltimore.

**Physical Education:**

Dr. William Burdick, President, 7 E. Mulberry St., Baltimore.

**Primary Kindergarten:**

Miss Mary Lilly, Chairman, Ellicott City.
Miss Virginia Watts, Secretary, 32 S. Fulton Ave., Baltimore.

**Secondary Education:**

Walter Pyle, President, Bethesda.
R. M. Hutton, Secretary, Randallstown.

**Vocational Education:**

Clyde B. Edgeworth, President, Supervisor Commercial Education, Carrollton and Lafayette Aves., Baltimore.
Miss Elisabeth Amery, Secretary, State Supervisor of Home Economics Education, Baltimore.

# SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION

1—1866 Western Female High School, Baltimore. President Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.

2—1867 St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.

3—1868 Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

4—1869 Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary, William Wardenburg.

5—1870 Hall, House of Delegates, Annapolis. President, J. C. Welling; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

6—1871 Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

7—1872 Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

8—1873 Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

9—1874 Western Female High School, Baltimore. President, D. A. Hollingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

10—1875 Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

11—1876 City College, Baltimore. (One day during N. E. A.) President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

12—1877 Easton. President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

13—1878 City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

14—1879 Court House, Hagerstown. President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

15—1880 Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

16—1881 Frederick. President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

17—1882 Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

18—1883 Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

19—1884 Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

20—1885 Deer Park. President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

21—1886 Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.

22—1887 Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.

23—1888 Mountain Lake Park. (With West Virginia Association). Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; number of members, 162.

24—1889 Blue Mountain House. President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.

25—1890 Bay Ridge. President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.

26—1891 Ocean City. President, John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.

27—1892 Blue Mountain House. President, James A. Diffenbaugh; Treasurer, Alexander Chaplain; Recording Secretary; A. F. Wilkerson; number of members, 140.

—1893 No meeting of the M. S. T. A. Executive Committee; after careful deliberation, postponed meeting until 1894 on account of Columbian Exposition being held in Chicago.

28—1894 Annapolis. President, Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.

29—1895 Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.

30—1896 Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.

31—1897 Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.

—1898 No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbitt House and decided to hold no meeting on account of meeting of N. E. A. The ledger shows receipt of $15.00 for membership fees and $11.40 for badges.

32—1899 Ocean City. President, John T. White; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.

33—1900 Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71

34—1901 Blue Mountain House. President, Edwin Hebden; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 169.

35—1902 Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.

36—1903 Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.

37—1904 Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.

38—1905 Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.

39—1906 Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.

40—1907 Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.

41—1908 Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.

42—1909 Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell, number of members, 566.

43—1910 Ocean City. President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W Caldwell; number of members, 420.

44—1911 Braddock Heights. President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.

45—1912 Braddock Heights. President, Earle B. Woods; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 955.

46—1913 Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.

47—1914 Ocean City. President, Woodland C. Phillips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.

48—1915 Ocean City. President, Dr. E. F. Buchner; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 720.

49—1916 Ocean City. President, William J. Holloway; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 1,089.

50—1917 Baltimore. President, Sydney S. Handy; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 3,418.

51—1918 Baltimore. President Nicholas Orem; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 825.

52—1919 Baltimore. President, David E. Weglein; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 2,580.

53—1920 Ocean City. President, G. Lloyd Palmer; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 515.

54—1921 Baltimore. Acting-President, G. Lloyd Palmer;** Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 2,415.

55—1922 Baltimore. President, Dr. Norman W. Cameron; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,111.

56—1923 Baltimore. President, E. F. Webb; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,080.

57—1924 Baltimore. President, Walter H. Davis; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 1,997.

58—1925 Baltimore. President, M. S. H. Unger; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,424.

59—1926 Baltimore. President, Samuel M. North; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell, deceased; Secretary Pro-tem., Walter H. Davis; members, 2,209.

60—1927 Baltimore. President, John Coulbourn; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 2,329.

61—1928 Baltimore. President, Miss Edna M. Marshall; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 2,365.

62—1929 Baltimore. President, Charles W. Sylvester; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members. 3,616.

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*Succeeded Mr. George Biddle, deceased.

**Succeeded Dr. A. H. Krug, resigned.

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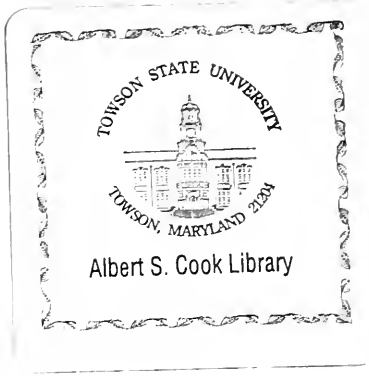
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